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ABSTRACT

One in a series of five volumes of teacher-developed learning modules on urban career education (K-12), this document contains learning activities for grades 7-12 which are intended to be infused in the subject areas of language arts and social studies. Each module includes the following information: grade level, subject area, learner outcomes, baseline objective, performance objective, curriculum content, activities, and resources/suggestions. (BM)

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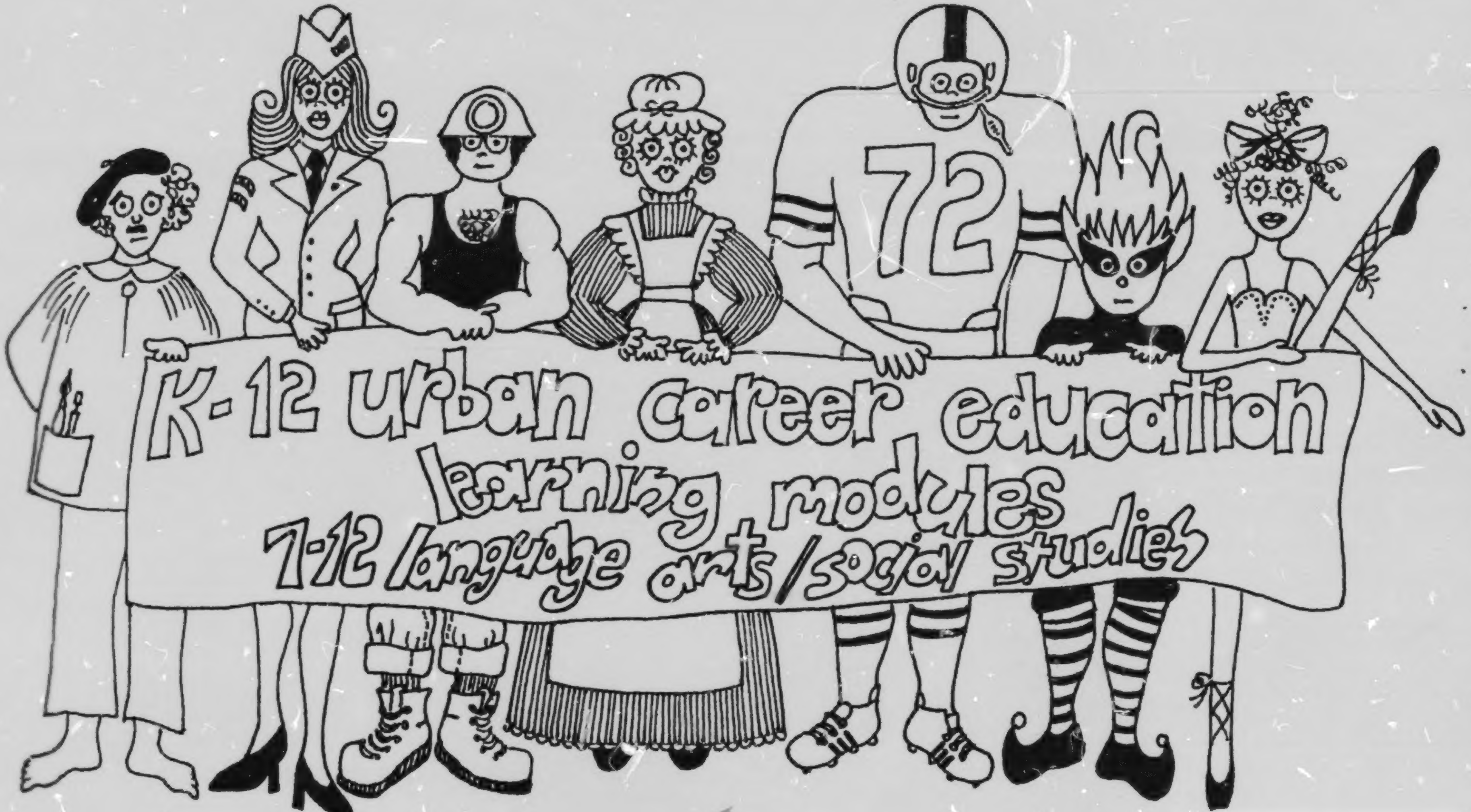

K-12 urban career education learning modules 7-12 language arts/social studies

dallas independent school district

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K-12

URBAN CAREER EDUCATION LEARNING MODULES

7-12

LANGUAGE ARTS/SOCIAL STUDIES

WRITTEN BY THE PARTICIPATING TEACHERS

SEPTEMBER, 1977

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This publication is the result of sixty hours of staff development training for approximately 250 participants from fourteen project schools in the East Oak Cliff Sub-District. These sessions dealt with the infusion of career education into the classroom curricula. Each participant developed two original modules which are included in this publication. It is not possible to list all of the contributors who assisted in this endeavor. However, it must be recognized that it was through their efforts that we are able to share these suggestions for improving the educational experience of East Oak Cliff students through the infusion of career education into the classroom curricula.

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Nolan Estes
General Superintendent

FOREWORD

The K-12 Urban Career Education Project is dedicated to improving the educational experience of students in the East Oak Cliff Sub-District of the Dallas Independent School District. The goal of this project is to successfully infuse the concepts of career education into the daily curriculum provided by the Baseline programs. To accomplish this, a cadre of teachers have been trained in the methods of infusion and asked to produce sample learning modules for classroom use.

This publication contains the collected works of these teachers from fourteen project schools in the sub-district. These modules will serve as a guide for each participating teacher as the project moves toward active implementation of career education in the classroom.

Nolan Estes

Nolan Estes
General Superintendent

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1520

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.

BASELINE OBJECTIVE: The student will be able to use experiences and form definitions.

PERFORMANCE OBJECTIVE: The student will be able to write a short paper describing the factors that determine lifestyle, such as income, culture, values, and career.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Vocabulary Skills	The student will:	
	1. Define the following: income, culture, value, career, society, and personality.	1. Dictionary, pencil, paper (individual assignment)
Life styles-What factors influence your way of living?	2. Describe some factors which cause people to have different personalities.	2. Use various materials from the library.
Elements of Society -Family -School -Peers -Community -Church	3. Discuss the influence of these factors in relation to the elements of society.	3. Group discussion
	4. Discuss the differences in lifestyles of the people he/she knows, and talk about the reason for these differences.	4. Small groups.

Curriculum Content	Activities	Resources/Suggestions
Essay Writing -Complete sentences -Paragraph Construction -Introduction -Conclusion	5. Review the method of writing an essay. 6. Write a short paper describing the factors that determine lifestyle.	6. Individual assignment.

EVALUATION: The student will write a short paper describing the factors that determine lifestyle, such as income, culture, values, and career.

M. E. Elmore
Harry Stone

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 3:01 Given a sample employment application the student should be able to neatly and accurately fill in all blanks, indicating "N/A" for those statements which do not apply.

BASELINE OBJECTIVE: The student will be able to recognize structure and develop the message.

PERFORMANCE OBJECTIVE: The student will be able to complete a sample employment application neatly and accurately using both cursive and printed letters after a lesson in penmanship.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Penmanship Formation of cursive letters: - capital and lower case Formation of printed letters: - capital and lower case Personal Data Sheet name address birthdate phone number height weight social security number military status education employment health outside activities Application	1. Practice formation of printed capital and lower case letters by writing a row of each letter set on a worksheet provided by the teacher.	1. The teacher will prepare worksheets for each student.
	2. Practice formation of cursive capital and lower case letters by writing a row of each letter set on a worksheet provided by the teacher.	
	3. Form his or her letters while the teacher does the same on the chalkboard.	
	4. Prepare Personal Data Sheet Form while the teacher prepares one on poster board.	4. Poster board, marker. Teacher is to prepare the Personal Data Form on poster board with students.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Complete his or her Personal Data Sheets by filling in the required information.	5. The teacher will use the poster board as a classroom demonstration. The teacher will discuss examples of the various information found on the sheet.
	6. Discuss the completed Personal Data Sheets with the teacher in a classroom discussion.	
	7. Discuss an employment application form and its content with the teacher.	7. An application can be obtained from any place of business. Additional Resources: The Job You Want, How to Get It, South-Western Publishing Co., Dallas, Texas, 1975, p. 53. The World of Work, New Readers Press, Syracuse, New York, 1975, p. 32.
	8. Complete a sample employment application neatly and accurately using cursive and printed letters.	

EVALUATION: The student will complete a sample employment application neatly and accurately using both cursive and printed letters after a lesson in penmanship.

Phyllis Clayton - Teacher
Mattie Frazier - Teacher Aide
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student will be able to recognize levels of meaning and develop ways to communicate.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate knowledge of securing information regarding public transportation through the use of the telephone and phone book.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Review guidelines for alphabetizing.	1. Review alphabetizing rules in a group discussion.	1. The teacher will lead the discussion.
Types of Public transportation -Bus (D.T.A., Greyhound, Trailways) -Airlines -Trains -Cabs	2. List the different types of transportation systems available in Dallas.	2. Phone book, pencil, paper.
	3. Discuss those transportation systems that he or she is familiar with.	3. Group discussion
	4. Write the names of the different transportation systems in alphabetical order.	
Locating information in the phone book.	5. Obtain phone numbers and addresses of each company using his/her alphabetized list.	5. Phone books

Curriculum Content	Activities	Resources/Suggestions
	6. Demonstrate knowledge of the use of a telephone and phone book by dialing the number of a company and ask for information regarding public transportation. (simulation).	6. Resource: Tele-trainer telephone system provided by the local telephone company.

EVALUATION: The student will demonstrate knowledge of securing information regarding public transportation through the use of the telephone and phone book.

Delynn Foote
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 5:11 The student should be able to understand factors which contribute to prejudice, such as: misinformation,parental and/or peer attitudes, isolated experiences and personal insecurity.

BASELINE OBJECTIVE: The student will be able to recognize levels of meaning and develop ways to communicate.

PERFORMANCE OBJECTIVE: The student will be able to list five (5) factual prejudices in reference to their personal attitudes, peer pressures and parental expectations in our present society.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Short Stories-Characterizations	The student will:	
	1. Read pages 32-44	1. Text: Serendipity pp. 32-44 "The Street Kid"
-Prejudice-What is it? -Misinformation -Isolated Experiences -Peer Pressure -Personal Insecurities	2. Engage in a group discussion on the events took place in the story.	
	3. List five (5) items regarding one author's opinion on prejudice.	3. Text: Library Books, Pencil, paper.
-Forming Opinions	4. Participate in a group discussion with five other classmates on what prejudices the characters displayed in their chosen books.	4. Use books selected from the library.
-Factual Prejudices displayed in books, plays, etc.	5. Role-play the different prejudices protrayed by the characters in plays.	5. The teacher should select short plays for the students to dramatize. Stress that these are prejudices other than racial.

Curriculum Content	Activities	Resources/Suggestions
	6. List five (5) situations where factual prejudice was displayed.	6. Individual assignment.

EVALUATION: The student will list five (5) factual prejudices in reference to their personal attitudes, peer pressures and parental expectations in our present society.

M. E. Elmore
Harry Stone

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 5:16 The student should understand the benefits of and necessity for being sensitive to others.

BASELINE OBJECTIVE: The student will be able to interpret ideas and form conceptual meaning.

PERFORMANCE OBJECTIVE: The student will be able to identify three, out of a possible five, situations that will show the importance of sensitivity to others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Comprehension of short story theme	1. Write vocabulary words off the board, look up the definitions, and use each word in a sentence.	1. Individual seat work; Additional activity: vocabulary bingo.
New Vocabulary	2. Read the story "An Accident At Night".	2. Text: Go Book AA, Unit 23 pages 129-130, Educational Developmental Laboratories.
Reading aloud		
Sequence of events	3. List 5 or 6 events from the story in proper sequence on strips of paper.	
	4. Role-play the main characters in the story.	4. Teacher Information: Stress "why" the men acted as they did, not "what" they did.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Discussion of events -Reasons for getting involved	5. Identify three (3) situations where sensitivity to others is important, out of a list of five (5).	5. Suggested situations: A. Robbery B. Getting caught cutting class C. Car out of gas D. Stealing a lunch ticket E. Cheating on Income Tax

EVALUATION: The student will identify three, out of a possible five, situations that will show the importance of sensitivity to others.

DeLynn Foote
Boude Storey

SUBJECT: Language Arts

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

BASELINE OBJECTIVE: The student will be able to recognize levels of meaning and develop ways to communicate.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the need for good grammar and spelling by writing a composition about various jobs where skills in writing are used as a form of communication.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Spelling patterns	1. Review various spelling patterns, such as when to use double consonants, "i" before "e", prefixes, suffixes, etc.	1. The teacher should demonstrate these patterns on the board. The students can also work in small groups.
Noun phrases Verb phrases	2. Complete worksheets on noun phrases and verb phrases.	2. Worksheets provided by the teacher.
Verb forms - base - S - ed - ing - irregular	3. Review the different forms of the verb.	3. The teacher should demonstrate this on the board and also make worksheets for the students.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basic sentence patterns	4. Review the basic sentence patterns.	4. Class discussion/board work.
Writing compositions	5. Construct posters of careers in which these skills can be used.	5. Posters, scissors, markers, etc.
	6. Write a composition, using good grammar and spelling, on various jobs where skills in writing are used as a form of communication.	

EVALUATION: The student will demonstrate the need for good grammar and spelling by writing a composition about various jobs where skills in writing are used as a form of communication.

Ruth E. Harris
Annie M. Harris
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 2:05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice such as : availability, pay, location and openings.

BASELINE OBJECTIVE: The student will be able to comprehend levels of meaning and understand purposes of communication.

PERFORMANCE OBJECTIVE: The student will list five (5) sources of information that are available to him/her in locating job information.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Classified sections of newspapers - want ads - sales - professional degree required - etc.	1. Review newspapers and list the different types of jobs that are shown.	1. Local newspaper, pencil paper.
Vocabulary terms used	2. Engage in a discussion about the different job categories, such as: sales, jobs requiring technical degrees, skill trades, etc.	2. The teacher should lead the discussion on the different requirements and levels of education needed for different jobs.
Occupational Outlook Handbook Job counselors Employment Agencies	3. Participate in a group discussion with a job counselor on the availability of different jobs and the requirements needed to get them.	3. Resource Person: Job counselor from an Employment Agency. The counselor might also talk about his role in helping to place a person in a job suited for him/her.

Curriculum Content	Activities	Resources/Suggestions
	4. List five sources he/she can use to aid in locating information about a particular job.	

EVALUATION: The student will list five (5) sources of information that are available to him/her in locating job information.

Theta M. Spigner
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 2:09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

BASELINE OBJECTIVE: The student will be able to understand the form used to communicate sender-receiver message and comprehend the message.

PERFORMANCE OBJECTIVE: The student will be able to list five (5) personal qualifications for his/her career choice and the required job experience needed to advance to the next level.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Career Choice - The meaning or idea related to having a job.	1. Write an essay on the type of job he/she would like as a career.	1. Personal ideas from the students.
- Qualifications for specific jobs.	2. Discuss other jobs that are available to him/her as a career, and the necessary preparation needed to get these jobs.	2. Resource persons from various companies could interact with the students.
- Self-evaluation for a particular job.		
- Qualifications needed for advancement.	3. Fill out job applications from various companies.	3. The teacher should obtain applications from different companies.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Participate in a workshop to learn about the qualifications needed for the career choice he or she has made, and skills needed for advancement.	4. The resource people from different companies will be able to provide the students with this information.
	5. List five (5) personal qualifications for his/her career choice and skills needed for advancement.	

EVALUATION: The student will list five (5) personal qualifications for his/her career choice and the required job experience needed to advance to the next level.

Theta M. Spigner
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 8

CAREER EDUCATION LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behavior.

BASELINE OBJECTIVE: The student will be able to recognize forms used to communicate and know how they aid in expression.

PERFORMANCE OBJECTIVE: The student will be able to identify acceptable and unacceptable interview behavior through non-verbal communication activities.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will	
Communication: Non-Verbal body language interview techniques - attitudes - appearance (posture, neatness, etc.) - behavior	1. Role-play different situations without verbal communication.	1. The teacher should prepare these mock situations and place them in a box for the students to choose at random.
	2. Identify to the class the mock situation he/she will be communicating.	
	3. Participate in discussion of attitude, appearance, behavior, and annoying habits in an interview.	3. The teacher should prepare situations for the students to role-play. (Ex.) Come into the room and take a chair. Cross your legs and chew some gum.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Participate in an interview conducted by the teacher.	4. The class will then discuss his/her non-verbal communication patterns.
	5. Identify acceptable and unacceptable non-verbal interview behavior from classroom simulated interviews.	

EVALUATION: The student will identify acceptable and unacceptable interview behavior through non-verbal communication activities.

Phyllis Clayton
Mattie Frazier
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 5:19 The student should possess the ability to meet people, amke appropriate introductions and chat with them for short periods of time.

BASELINE OBJECTIVE: The student will be able to recognize forms used to communicate and know how they aid in expression.

PERFORMANCE OBJECTIVE: The student will be able to effectively demonstrate a form of intorduction and hold a conversation for a short period of time.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Forms of Introduction	1. Discuss the different ways of making introductions.	1. The teacher can lead discussion on the different ways people are introduced on T.V. talk shows.
Communicating with others	2. Discuss the importance of making a good impression when meeting people.	
	3. Engage in a discussion on, "The First Impression is usually the lasting one."	
Making a good impression	4. Demonstrate the different ways of making introductions.	4. The teacher should present the student with different introductory situations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Tell why each introduction might differ and why.	5.. Group discussion
	6. Describe some reasons for formal introductions and informal introductions.	6. The teacher should lead the discussion on when its proper to use each.
	7. Demonstrate a form of introduction and hold a conversation for a short period of time.	7. Allow each student the opportunity to make an introduction and hold a conversation.

EVALUATION: The student will effectively demonstrate a form of introduction and hold a conversation for a short period of time.

Rosalyn Fleming
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 5:24 The student should be willing to communicate project his or her thoughts and/or express his/her feelings.

BASELINE OBJECTIVE: The student will be able to recognize forms used to communicate and know how they aid in expression.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing his/her feelings and thoughts about a particular issue presented by the teacher.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Using Context Clues	1. Discuss the different meaning of words because of the way they are used in the context.	
-Multiple Meaning Words	2. Discuss how T.V. commercials use certain words and phrases to make their presentation interesting and exciting.	2. Group discussion on different commercials.
-Listening for key words in speeches and conversation	3. Describe how he/she could improve basic vocabulary through the use of synonyms, antonyms, and homonyms.	3. Discussion should be lead by the teacher.
-Public Speaking	4. Engage in a conversation with four other students on a particular topic selected by the teacher.	4. The topic should be one that the students are familiar with. Each child should participate in the discussion.

Curriculum Content	Activities	Resources/Suggestions
-Using Synonyms, Antonyms, and Homonyms	5. Discuss how the use of certain words and phrases can be misleading, as well as aid in expression.	
	6. Write a brief paper describing his/her feelings and thoughts about a particular issue presented by the teacher.	6. Examples: Class rules, number of book reports, chewing gum, etc.

EVALUATION: The student will write a brief paper describing his/her feelings and thoughts about a particular issue presented by the teacher.

Rosalyn Fleming
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large populace and has a great degree of permanence.

BASELINE OBJECTIVE: Ideas are communicated through various media.

PERFORMANCE OBJECTIVE: The student will be able to write an essay describing one form of written communication and the various ideas expressed through it.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Ideas are communicated through various mediums.	1. Construct a collage using examples of visual communication.	1. Examples of visual communication -symbols -signs -pictures -printed word
Non-verbal communication		
Types of written communication: -magazines -books -newspapers	2. List and discuss types of written communication.	
	3. Question a panel of various resource persons about their jobs in the field of written communication.	3. Suggested resource persons: -Newspaper columnist -Magazine editor -author
	4. Describe the various things a newspaper communicates to it's readers.	4. Examples: - available jobs - new recipes - news stories - entertainment - opinions

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Compare and contrast two different kinds of magazines.	5. Format, what type of person it appeals to, etc. Compare completely different magazines for example Newsweek and Family Circle
	6. Write an essay describing one form of written communication and the various ideas expressed through it.	

EVALUATION: The student will write an essay describing one form of written communication and the various ideas expressed through it.

Shirley Thomas
Doris Halloway
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Reading GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 1:05 The student will be able to identify career directions which are available.

BASELINE OBJECTIVE: The student will be able to develop structured interaction and create focus.

PERFORMANCE OBJECTIVE: The student will be able to state four career directions available after graduation from high school, identify 10 jobs and identify the skills necessary to obtain these jobs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
- Vocabulary dealing with various career choices. - Comprehension questions concerning various career options. - Survey of various career directions available. - Prepare for immediate employment after secondary school. - Enter a trade or technical school for advanced skill training. - Enter a college or university for specialized training in a career area which requires a degree. - Follow other directions.	1. Become familiar with terms describing careers (teacher, doctor, etc.) which are on their reading level.	1. Dictionary
	2. View a slide show which presents various people at work.	2. Slides, projector.
	3. Read material from the Jobs in Your Future book which discusses various career options available.	3. Jobs in Your Future, Scholastic Book Services.
	4. Participate in a career day seminar at the school.	4. Resource persons - lawyer, doctor, nurse, etc.
	5. Identify ten (10) jobs and list the skills necessary to obtain them.	

Curriculum Content	Activities	Resources/Suggestions
	6. Participate with class to complete a chart listing at least 100 career choices; classified according to the guidelines on page 15 of Jobs in Your Future.	6. Chart paper, felt pen.

EVALUATION: The student will state four career directions available after graduation from high school, identify 10 jobs and identify the skills necessary to obtain these jobs.

Peggy Phelps
F. D. Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver-message changes and how to modify communication.

PERFORMANCE OBJECTIVE: The student will be able to neatly and accurately complete an actual job application.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Complete a job application - follow written directions - print or write - above or below the line - number symbols or words	The student will: 1. List in his English notebook under vocabulary all terms necessary to understanding job applications.	1. Examples - previous employment - reference - signature
Vocabulary terms - social security number - previous - gender/sex - birthdate - employer - employment - reference - supervisor - position - responsibilities - signature - physical disabilities - n/a	2. Take the test, "How Well Can You Follow Directions?" 3. Discuss in class, various completed applications in terms of what is known and shown about a person on an application. 4. Participate as the group completes an employment application for a fictional character about whom certain facts are given. 5. Complete an actual job application, accurately and neatly, with all information pertaining to himself.	2. Jobs in Your Future (Scholastic Publications) 3. Teacher prepared materials for overhead. 4. Job applications from a local firm.

EVALUATION: The student will neatly and accurately complete an actual job application.

Sharon Spears
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Reading

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: The student will be able to understand the form used to communicate sender-receiver-message and comprehend the message.

PERFORMANCE OBJECTIVE: The student will be able to write a brief play involving an interview situation in which he/she stresses positive and appropriate behavior.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary - punctuality - confidence - enthusiasm - politeness	1. Define words that deal with a positive interview behavior.	1. Dictionary
	2. Read the material in Jobs in Your Future concerning appropriate and inappropriate interview behavior.	2. Jobs in Your Future, Scholastic Books.
	3. Role play a good interview and a bad interview and discuss which behaviors made it good or bad.	
	4. Talk with a personnel director as she/he discusses what he/she looks for in a job interview.	4. Resource person from a local business.
	5. Write a play about an interview he/she would like to attend stressing appropriate behavior, dress and language.	5. Pen, paper

EVALUATION: The student will write a brief play involving an interview situation in which he/she stresses positive and appropriate behavior.

Peggy Phelps
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English I GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 4:07 The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.

BASELINE OBJECTIVE: The student will be able to translate the obvious interactions within sender-receiver messages and summarize the literal messages.

PERFORMANCE OBJECTIVE: The student will be able to write a short essay utilizing acceptable construction, comparing self achievements and goals to those of famous living or non-living persons.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The correct construction of the paragraph - The topic sentence - Relating ideas in logical order - The clincher sentence	1. Review pp. 177-184 of his or her text.	1. Text: Cline, William Holan Voices In Literature Language and Composition.
	2. Participate in a class discussion on the differences between biography and autobiography.	
The understanding of literary terms	3. Read pp. 171-209 of his or her text.	3. Carlsen, Zovatti Alm, Insights Themes In Literature.
	4. Make a bulletin board on the class's most admired men and women.	4. Colored paper, poster board, magic markers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Autobiography and biography Study of biographies on the following persons.	5. Read and report orally on a biography of his or her choice telling of the factors and needs that influenced the main character.	5. Library
- George Washington Carver - Charles Lindbergh - Helen Keller - Lou Gehrig - William Douglas	6. Write a paper entitled, "My Best Friend... Me"	6. Analyze his/her accomplishments, goals and the things that are satisfying to her/him.
	7. Write a short essay that will compare the student's goals and accomplishments to those of a famous person discussed.	

EVALUATION: The student will write a short essay utilizing acceptable construction, comparing self achievements and goals to those of famous persons.

Sue Stinson
F. D. Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English (Phase II - Remedial Reading Level 4-6) GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver messages change and how to modify communication.

PERFORMANCE OBJECTIVE: The student will be able to identify statements in dialogue which indicate prejudice and state the affect these prejudices have on other characters.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Use of dialogue is a key to the feelings and prejudices of the characters in the story.	1. Define terms - dialogue, prejudice.	
	2. Read the story.	2. "After You, My Dear Alphonse", Voices in Literature, Language and Composition, I; pages 224-227.
	3. Identify the similarities of Johnny and Boyd.	
	4. Identify statements indicating Mrs. Wilson's prejudices.	
	5. Distinguish between Johnny's and Mrs. Wilson's attitude toward Boyd.	
	6. Describe Johnny's and Boyd's reactions to Mrs. Wilson.	

EVALUATION: The student will identify statements in dialogue which indicate prejudice and state the effect these prejudices have on other characters.

Dianne Cox
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 5:11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

BASELINE OBJECTIVE: The student will be able to translate the obvious interactions within sender-receiver message and summarize the literal message.

PERFORMANCE OBJECTIVE: The student will be able to write a short essay utilizing acceptable construction, discussing factors contributing to prejudice and possible solutions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Subject-Verb Agreement	1. Review pages 194-196 of his or her text.	1. Text: *Voices in Literature, Language and Composition I*
-Compound subjects -Was-were -Does-don't -There is-There are	2. Complete worksheets on subject-verb agreement.	2. Teacher-prepared worksheets
-Collective nouns	3. Define vocabulary words from unit literary selections.	3. *Voices I* and *Insights to Themes in Literature*
Vocabulary Enrichment	4. Read from text the stories: "After You, My Dear", "Alphonse", "The Eyes of Mrs. Lovids", and "The Stranger That Came to Town".	4. *Voices I*
	5. Brainstorm reasons for the prejudice shown in the literary selections and relate these reasons to personal experiences.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Make a bulletin board showing examples of prejudice and discrimination as seen in papers and magazines.	6. Materials: newspapers, magazines, materials for bulletin board
	7. Role play in group situations to demonstrate prejudice in various aspects of life.	7. Teacher Information: Suggest role playing that shows discrimination in housing, work, social situations, etc.
Theme Construction -Introduction -Body -Conclusion	8. Write a short theme discussing contributing factors to prejudice and possible solutions.	8. Review theme construction.

EVALUATION: The student will write a short essay utilizing acceptable construction, discussing factors contributing to prejudice and possible solutions.

Sue Stinson
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 5:16 The student should understand the benefits of, and necessity for, being sensitive to others.

BASELINE OBJECTIVE: The student will be able to identify individual perceptions and translate these perceptions.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing how the necessity of sensitivity and concern for others help build strong relationships.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Affective Domain - feelings - emotions - concerns - sensitivity	1. Describe how he/she would respond to different incidents.	1. The teacher should give each student a worksheet with various incidents on them for the student to respond to.
Relating to other people	2. Read his/her responses to the class and discuss why he/she responded a certain way to each particular incident.	2. Group discussion.
Positive Attributes - tact - finesse - self-control	3. Read the story, "The Life of Lincoln West" pp. 328-329.	3. Text: Voices in Literature, Language, and Composition, I pp. 328-329.
Negative - lack of control - no concern for the feelings of others - slandering	4. List the main details of the conversation between the two men in the theater.	
	5. Distinguish Lincoln's reaction to the conversation from that of his mother.	5. Group discussion

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss the insensitivity of the men toward Lincoln and his mother.	6. Group discussion
	7. Write a brief paper describing how sensitivity and concern for others help build strong relationships.	7. Individual assignment

EVALUATION: The student will write a brief paper describing how the necessity of sensitivity and concern for others help build strong relationships.

Dianne Cox
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Remedial Reading Lab GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 5:24 The student should be able to communicate, project his or her thoughts and/or express his or her feelings.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to construct his/her conclusion to the play, "Is a Car That Important?"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Decode any unfamiliar words by use of phonetic analysis Reading with expression	1. Read the play, "Is a Car That Important?"	1. Text: Action Reading Kit, Take 12 Action Plays, "Is a Car That Important?"
	2. Discuss possible endings in small groups.	2. Teacher information: Each group should consist of three students for reading of play.
	3. Construct dialogue for group ending.	3. Continue play in the way you feel character would react. Speak as if you were the character.
	4. Present endings before other group.	
	5 Discuss the differences in the endings.	5. Why are the endings different? How would you react if you were a character?

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Write his/her conclusion to the play.	6. Pencil, paper

EVALUATION: The student will construct his/her own conclusion to the play, "Is a Car That Important?"

Jean Carroll
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Reading Lab

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 6:05 The student should understand the need for recognizing his/her own faults or limitations.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to discuss in what areas his reading skills are limited.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Reading a play Reading with expression Application of word recognition skills The importance of reading - enjoyment - employment - survival Methods to improve reading	The student will: 1. Read the play, "See the Man". 2. Interpret the play according to the assigned exercises. 3. Identify: a) the man's initial discovery that being able to read is important in daily life. b) method of encouragement by supervision. c) steps taken to improve his reading ability.	1. Text: Maturity, Scholastic Book Services, "See the Man". Teacher information: Students should be divided into groups for reading the play. 2. Maturity Logbook, "See the Man" written exercise.

Curriculum Content	Activities	Resources/Suggestions
	4. Predict the outcome of the man's improved reading skills.	4. Can be done individually or as a teacher led discussion.
	5. Participate in group interviewing sessions with community resource persons discussing the importance of reading in their jobs.	
	6. Discuss with the teacher any limitations of his/her reading skills.	6. Teacher Information: This should be a private discussion between teacher and student.

EVALUATION: The student will discuss in what areas his reading skills are limited.

Jean E. Carroll
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 6:16 The student should be able to understand the relationship of satisfaction to successful achievement.

BASELINE OBJECTIVE: The student will be able to interpret the messages within communication and interpret the total message.

PERFORMANCE OBJECTIVE: The student will be able to express in written and oral testimony his own feelings about his present "work/job" as a student.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Composition - Expression of personal feelings in both written and oral modalities - Differences in effective written and oral discourse Reading Skills - Identifying main points of an argument or personal statement - Basic comprehension	The student will: 1. Read (aloud preferably) selected chapters of Working dealing with low-income, low satisfaction jobs keeping this question in mind: "In what ways do these jobs affect the self worth of the worker?"	1. WORKING by Studs Terkel Examples: garbage man, steelworker, sanitation worker
	2. View film "Sometimes I Run" about a Dallas street cleaner - his work and views, his non-defeat.	2. "Sometimes I Run", a film
	3. Read (aloud preferably) chapter from Working dealing with jobs which are more intrinsically rewarding asking "What is it about a job that satisfied?"	3. Examples: stone mason, piano tuner, photographer

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Personal Satisfaction - Resource people in job - Student in school work	4. Talk with community people who like their jobs, stressing "How do we measure success in a job-money or what?"	4. Set up small groups for interviewing.
	5. Record a similar testimony about being a student, stressing the human satisfaction and "pay" involved.	
	6. Translate his recording into a short composition.	

EVALUATION: The student will express in written and oral testimony his feelings regarding his present "work/job" as a student.

John Fullinwider
South Oak Cliff Annex

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver message changes and how to modify communication.

PERFORMANCE OBJECTIVE: The student will be able to distinguish between standard and non-standard English as evaluated on a tape recording of two students' conversation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Common vocabulary words on the ninth grade level	1. Look up vocabulary words in the dictionary.	1. Webster's Dictionary.
Correct standard English -words -phrases	2. Use each word in a sentence.	
	3. Choose a synonym for each word.	3. Text: Cline, Williams, Donlan, *Voices I in Literature Language and Composition*.
Slang and non-standard English -words -phrases	4. Choose non-standard English from a list of sentences.	4. Carlsen, Lovatt, Alin, *Insights, Themes in Literature*
Tape recordings -non-standard English -standard English	5. List the standard and non-standard words on a bulletin board.	5. Posterboard, paper and letters.
Tape recorded conversation with no communication because of word usage.	6. Listen to recordings and identify his speech in one of the recordings.	6. Tape recorder and tapes.

Curriculum Content	Activities	Resources/Suggestions
	7. Record a conversation between himself and two other students.	
	8. Identify standard and non-standard word usage from the recording of the conversation.	

EVALUATION: The student will distinguish between standard and non-standard English as evaluated on a tape recording of two students' conversation.

Cathy Stenger
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English (Phase II)

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 9:12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.

BASELINE OBJECTIVE: The student will be able to translate the obvious interactions within sender-receiver-message and summarize the literal message.

PERFORMANCE OBJECTIVE: The student will be able to clearly and correctly compose a five sentence paragraph using standard English grammar guidelines, going from a broad, general topic sentence to specific, supporting sentences.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Vocabulary Words - unity - indention - topic sentence - word skeleton - general - specific	The student will: 1. Review the correct procedure for writing a sentence through class discussion of previous experiences.	1. Teacher Information: Review grammar rules - end punctuation marks - making a complete thought
	2. List vocabulary words and definitions in his/her English notebook.	
	3. Read pp. 163-165 orally and discuss the information presented.	3. Text: Voices I, pp. 163-165 Resources: Teacher prepared transparencies relating to these paragraphing concepts.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Develop a five sentence paragraph using the following: 1. Grammar and punctuation rules - capital letters - end punctuation - complete sentences 2. Unity 3. Topic sentences 4. Skeletons - word - sentence 5. General to specific movement in paragraphs.	4. Construct word skeletons and sentence skeletons and sentence skeletons from topics listed on the board. 5. Construct a complete, correctly written five-sentence paragraph that contains one broad, general topic sentence and is supported by four specific sentences.	

EVALUATION: The student will clearly and correctly compose a five sentence paragraph using standard English grammar guidelines, going from a broad, general topic sentence to specific, supporting sentences.

Sharon Spears
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 9:12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver-message changes and how to modify communication.

PERFORMANCE OBJECTIVE: The student will choose a topic and write a paragraph about his/her topic.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary - Definitions - Sentences	1. Choose a topic from a list prepared by the teacher and read about it in the library.	1. Teacher prepared handout, library materials.
Topic Sentence - construction - relation to paragraph	2. Write down any special vocabulary need in writing about her/his topic.	2. Teacher will also have a vocabulary list for the entire class.
Spelling	3. Define each word and then write it in a sentence.	3. Dictionary
Paragraph construction - rough draft - final draft	4. Write a topic sentence and turn it in for suggestions.	4. References: (1) Composition In Writing (2) Voices I, (3) Insights: Themes in Literature

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Take a spelling test using the vocabulary words.	5. Combine all new vocabulary on one list and give to entire class.
	6. Write a rough draft of the paragraph and turn it in for corrections.	6. Teacher correct and return.
	7. Write paragraph in final form and check for correct spelling.	7. Pen, paper

EVALUATION: The student will choose a topic and write a paragraph about her/his topic.

Cathy Stenger
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large audience/population and has a great degree of permanence.

BASELINE OBJECTIVE: The student will be able to interpret the messages within communication and interpret the total message.

PERFORMANCE OBJECTIVE: The student will be able to construct a news story on the standard pattern of the "inverted pyramid."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Composition - use of standard English in prose composition	1. Read a variety of local, state, national and international news stories.	1. "The Living Textbook: Newspapers in the Classroom" published by Austin American Statesman.
Reading Skills: - identifying the main idea - analyzing the parts and pattern of typical new stories	2. Identify the "lead-in" in each of 5 articles.	2. Dallas Morning News, other local and national newspapers.
	3. Classify the information in the leads in under the headings Who, What, Where, When (and when applicable Why and How)	
Current Events: - surveying the daily news for the length of the unit	4. Survey the news on a given morning using only the headlines and lead-ins of front page articles from Dallas Morning News.	
Inverted pyramid - most important facts first	5. Organize the details of a selected news article under the headings introduced in #3.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Diagram the structure of a typical news story along the lines of the "inverted pyramid."	
	7. Talk with actual reporters from DMN invited to class.	7. Local newspaper as resource.

EVALUATION: The student will construct a news story using the pattern of the "inverted pyramid."

John Fullenwider
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 10

CAREER EDUCATION LEARNER OUTCOME: 1:10 The student should realize that he or she should be able to request assistance from teachers, counselors and/or the librarian regarding how to find and use sources of information.

BASELINE OBJECTIVE: The student will be able to identify similarities and form generalizations.

PERFORMANCE OBJECTIVE: The student will be able to locate information and do research on a career choice by using sources of information such as college catalogs, occupational references and other materials.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Bring together ideas and information from different sources.	1. Read pp. 354-360 of the text.	1. Text: American English Today
Factors involved in choosing a career. Knowledge of what a counselor can offer.	2. Listen to a lecture on writing reports, directions for bibliography cards for different resources and how to outline and write a report.	2. Teacher give a handout sheet on all the information.
Use of the library - card catalogue - vocational section - encyclopedia	3. Watch a sound-filmstrip and take notes on it.	3. Filmstrip: "Choosing a Career", Guidance Associates, 1968.
	4. Discuss factors involved in choosing a career.	
	5. Interview his or her counselor on materials available on careers.	5. School Counselor
	6. Go to library to locate various kinds of career information and choose a career topic.	6. Resources: Encyclopedia of Careers, Occupational Outlook Handbook and Quarterly Reader's Guide.

Curriculum Content	Activities	Resources/Suggestions
	7. Research his/her topic, take notes, write bibliography cards.	7. Books, magazines, career kits, etc.
	8. Turn in outline, note cards and bibliography.	8. Note cards, pen, paper.
	9. Write a career paper on her/his chosen topic and give brief oral report to the class.	9. Use note cards.

EVALUATION: The student will locate information and do research on a career choice by using sources of information such as college catalogs, occupational references and other materials.

Sue Statsberg
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English (Remedial Reading) GRADE LEVEL: 10

CAREER EDUCATION LEARNER OUTCOME: 2:07 The student should understand how job characteristics play a major role in the selection of a career according to an individual's needs and interests.

BASELINE OBJECTIVE: The student will be able to recognize sender-receiver-message and know what is being communicated.

PERFORMANCE OBJECTIVE: The student will be able to observe and write about the job qualifications of the broadcasting industry.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Importance of communications Standard grammar (structure and usage) Parts of speech Word order Sentence structure Correct grammar	1. Listen as a member of the broadcasting profession discusses career opportunities in broadcasting.	1. Contact local radio or T. V. station for a resource person.
	2. Role play a radio disc jockey, newscaster and weather person.	2. Describe different "on the air" roles that are necessary. Stress vocabulary that is needed.
	3. Listen and identify methods of communication that are most effective in mass media.	3. Discuss commercials, and use tape recorder so that students may listen to the way they sound.
	4. Identify the parts of speech and how they are used in script writing.	4. Students will use a commercial script.
	5. Demonstrate how word order can alter meaning in the spoken word.	5. Hayes - Language Arts Skills Duplicator Masters

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss how radio personalities are evaluated by their accent, inflection, word choice, etc.	6. Listen to several stations and compare announcers.
	7. Write an essay about an aspect of the broadcasting industry and why she/he is interested in it.	7. Pen, paper

EVALUATION: The student will observe and write about the job qualifications of the broadcasting industry.

William Georgevich
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 2:09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

BASELINE OBJECTIVE:
BASELINE OBJECTIVE: The student will be able to adjust levels of meaning and produce effective outcomes.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper, using well constructed paragraphs, describing three occupations and three entry level skills necessary for each job.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Paragraph Structure - topic sentence - supporting details - conclusions - paragraph transition	1. Read the Occupational Outlook Handbook and explore the various occupations that are related to his/her career choice.	1. Occupational Outlook Handbook/ U. S. Government Printing Office
Exploring Careers - availability - demand - location	2. Select and organize three of these professions, in the order of priority, that are related to his/her career choice.	2. Example: 1st career choice; 2nd, 3rd.
Methods of Research - reference books - periodicals - monographs - catalogues - interviews	3. Examine the necessary requirements and qualifications for each of these jobs at the entry level.	3. Resources: Teacher, Occupational Outlook Handbook, other related material on career education, etc.
	4. Examine the requirements and qualifications for advancement to the next level.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Participate in a field trip to a company or agency and talk with the personnel director concerning possible careers, qualifications, and requirements for advancement.	5. The teacher should plan a trip in advance that is related to this unit.
	6. Write a brief paper describing three occupa-	6. Individual assignment.

EVALUATION: The student will write a brief paper, using well constrcuted paragraphs, describing three occupations and three entry level skills necessary for each job.

William Georgevich
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English II

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 5:10 The student should be able to understand how attitudes based on prejudice affect behavior of other individuals.

BASELINE OBJECTIVE: The student will be able to interpret relationships and form concepts.

PERFORMANCE OBJECTIVE: The student will be able to list differences and similarities between Black/White prejudice and Nazi/Jewish prejudice as seen in The Diary of Anne Frank and Roots.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Diary of Anne Frank	1. Read the introduction to The Diary of Anne Frank.	1. Encounters: Themes in Literature, McGraw-Hill.
	2. Examine copies of Anne Frank's book and compare the content.	2. The Diary of Anne Frank, pp. 189-245.
	3. Participate in the class reading of the play.	
Persecution of the Jews	4. Go to the library and locate information relating to treatment of the Jews by Nazis.	4. Library materials relating to concentration camps, Nazi Germany, Jews in Germany.
Roots, Treatment of slaves	5. Read the parts of Roots relating to treatment of slaves by white plantation owners.	5. Roots, Alex Haley

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Participate in panel discussion comparing and contrasting prejudice against Jews and Blacks. 7. List differences and similarities between Black/White prejudice and Nazi/Jewish prejudice.	

EVALUATION: The student will list differences and similarities between Black/White prejudice and Nazi/Jewish prejudice.

Mary Georgevich
F. D. Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 10

CAREER EDUCATION LEARNER OUTCOME: 6:05 The student should understand the need for recognizing his or her own faults or limitations.

BASELINE OBJECTIVE: The student should be able to draw specific inferences from given written content.

PERFORMANCE OBJECTIVE: The student will be able to identify man's faults and limitations as seen personified in the gods and heroes of Greek mythology and relate this to him/herself by listing three things to change in him/herself.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Mythology: Great Gods and Heroes		
"Jason and the Golden Fleece, Part II The Field of Ares"	1. Read "Jason and The Golden Fleece, Part II The Field of Ares" in Bulfinch's Mythology, p. 107.	1. Fuller, Edmund Bulfinch's Mythology. New York: Dell Publishing Co., 1975, pp.21, 40, 107. No. 1-3
"The Story of Pheaton"	2. Read "Prometheus and Pandora" in Bulfinch's Mythology, p. 21.	
"Pandora's Box"	3. Read "Phaeton" in Bulfinch's Mythology, p.40	
	4. Write themes comparing the emotions of the gods and/or heroes.	Mythology by Edith Hamilton.
	5. List examples of everyday language that sums up mistakes seen in the gods/heroes.	5. Examples "Phaeton": Too big for his britches." Medea: "Let her heart rule her head. "Pandora: "Shows the curiosity of women."

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss the ancient Greek view of the nature of their gods.	6. Filmstrip: "Splendor from Olympus: A Multi-Media Program about Greek Mythology." EMC Corp., 1971. St. Paul, Minn.
	7. Create puppets and participate in the production of "Pandora's Box."	7. Students will make their own puppets.
	8. Demonstrate his knowledge of the myths by playing a game of "Who Am I" while pretending to be a god/hero.	
	9. Identify the faults and limitations of the characters and how they apply today.	9. As listed by the teacher.
	10. Compare some faults in gods/goddesses to self.	
	11. List three areas of his/her personality where he/she might make changes.	

EVALUATION: The student will identify man's faults and limitations as seen personified in the gods and heroes of Greek mythology and relate this to him/herself by listing three things to change in him/herself.

D. K. Hatcher
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Reading Lab

GRADE LEVEL:
10, 11, 12

CAREER EDUCATION
LEARNER OUTCOME: 9:06 The student should try to improve his or her minimum reading skills to a level matching his or her potential.

BASELINE OBJECTIVE: The student will be able to identify similarities and form generalizations.

PERFORMANCE OBJECTIVE: The student will be able to read sentences on a worksheet and choose the correct homonyms.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Homonyms hear - here there - their pair - pear deer - dear two - to, too sea - see or - are know - no bee - be right - write sun - son buy - by pail - pale meat - meet sail - sell male - mail	1. Listen as the teacher gives the meaning of the word homonym.	1. See if students can find some on their own.
	2. Select a homonym and use it in an oral sentence.	
	3. Spell the homonym correctly as the instructions are given from the tapes.	3. Imperial tapes.
	4. Complete a worksheet by writing in the correct homonym in the sentence.	4. Teacher prepared

EVALUATION: The student will read sentences on a worksheet and choose the correct homonyms.

Marquis Chapple
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Reading/English

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver-message interact and know how to make communication exact.

PERFORMANCE OBJECTIVE: The student will be able to correctly construct five simple sentences in order to communicate complete thoughts to others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Introduce the parts of speech - nouns - verbs - pronouns - adjective - adverbs - conjunctions - prepositions - interjections	1. Read Chapter five on parts of speech.	1. Text: English Today
	2. Discuss and define the parts of speech.	
	3. Complete sections A and B in activity book.	3. Text workbooks
Identifying parts of speech	4. View a film	4. Film: "The Eight Parts of Speech:
Sentence building	5. Construct a sentence using subject and verb only.	5. Example: He ran.
Communicating with grammatically correct sentenced	6. Construct a sentence using subject-verb-object.	6. Subject and object could be either a noun or a pronoun. Example: He ran home.

Curriculum Content	Activities	Resources/Suggestions
	7. Discuss sentences using nouns, verbs, adjectives, pronouns, and adverbs only.	
	8. List ten common adverbs.	8. Examples: slowly, quickly, swiftly.
	9. Construct a sentence using nouns, verbs, adjectives, pronouns, adverbs, and conjunctions..	9. Example: He quickly ran to the store and purchased a new record.
	10. Distinguish the proper use of prepositions and interjections.	10. Teacher prepared ditto.
	11. Locate eight sentences in a newspaper containing six or more of the eight parts of speech.	11 Newspaper.
	12. Write five simple sentences using all eight parts of speech.	12. Teacher Information: All eight parts of speech should be used during assignment but all parts of speech need not be in each sentence.
	13. Read a classmate's sentences and check for proper grammar usage.	
	14 View film.	14. "How Important Is Language?"
	15. Discuss the consequences of incorrect usage of grammar when communicating with others.	

EVALUATION: The student will correctly construct five simple sentences in order to communicate complete thoughts to others.

Ruby Hodges
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 10

CAREER EDUCATION LEARNER OUTCOME: 9:12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.

BASELINE OBJECTIVE: The student will be able to recognize how sender-receiver-messages interact and know how to make communication exact.

PERFORMANCE OBJECTIVE: The student will be able to write a paragraph on the topic of his/her choice, using information he/she has learned about paragraph structure, punctuation, and content development.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Paragraph structure - topic sentence - support - concluding statements Punctuation errors Spelling errors Development of paragraph content	1. Review the fundamentals of writing a paragraph.	1. Resources: American English Today, 10. Teacher made materials on: - paragraph structure - punctuation - content development - topic sentences
	2. Write a paragraph choosing a topic from a list provided by the teacher.	2. This activity should be repeated each Tuesday for five weeks.
	3. Correct the papers of fellow students on each Wednesday, for five weeks.	3. Suggestion: Divide the class into small groups for correcting papers.

Curriculum Content	Activities	Resources/Suggestions
	4. Write the final copy of his/her weekly paragraph on each Thursday.	4. Paper, pencil
	5. Confer with teacher individually regarding paragraph corrections.	5. Fridays and Mondays could be set aside to accomplish this.
	6. Write a paragraph on the topic of his/her choice, using information he/she has learned about paragraph structure, punctuation, and development of paragraph content.	6. This activity should be done during the sixth week and be evaluated for a final grade.

EVALUATION: The student will write a paragraph on the topic of his/her choice, using information he/she has learned about paragraph structure, punctuation, and content development.

Mary Georgevich
Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English III

GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 2:03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice.

BASELINE OBJECTIVE: The student will be able to compare literal and non-literal interactions of sender-receiver-message and interpret the message.

PERFORMANCE OBJECTIVE: The student will be able to produce a simulated television production of Dino and discuss the duties, responsibilities, talents, etc. of people working in television drama.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Plays and drama - Early development in Greece as pagan ceremonies - Some Greek and Roman authors and their themes.	1. Read the play Dino in his/her text.	1. Text, Voices III Cline and Williams, Boston, Mass. Ginn & Company, 1969. pp. 168-169.
England - New development - Shakespeare - Dramatic innovation	2. Prepare a time line reflecting the growth of drama from early Greek/Roman times to present.	2. References, lecture notes paper, pencil, colored markers, cardboard. Instruct students to show points of greatest contributions/innovations.
Drama terms - Plot - Theme - Characterization - Climax - Denouement	3. Research the development of the modern theater.	3. Library, reference books, text, paper, pencil.

Curriculum Content	Activities	Resources/Suggestions
Television camera movement terms - pan - cut - close-up	4. View a film on the development of drama.	4. Library, film.
	5. Write a short summary of the Dino plot from different points of view.	5. Give the students a list of various characters and instruct them to explain the plot from the viewpoint of each.
	6. Prepare another time line reflecting important events in the plot of the play.	
	7. Perform the play in class.	7. Students will interpret stage directions, character remarks, and behavior
	8. Organize a class T.V. presentation of Dino.	8. Students will determine stage directions, lighting, etc.
	9. Visit a T.V. station and observe a television production as it evolves.	9. T.V. resource person at at local station.
	10. Construct exhibits showing the various make-up procedures, lighting equipment, recording or filming equipment.	10. Paper, cardboard, stencil letters, markers, construction paper, books, pictures, etc.
	11. Divide into groups to do research and present to the class an overview of the duties, responsibilities, talents, etc. of people involved in a drama or T. V. presentation.	11. Paper, pencil, library research, reference books, magazines, etc.

EVALUATION: The student will produce a simulated television production of Dino and discuss the duties, responsibilities, talents, etc. of people working in television drama.

Carol Velzy
South Oak Cliff High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English III GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals.

BASELINE OBJECTIVE: The student will be able to interpret generalized meaning and form conclusions.

PERFORMANCE OBJECTIVE: The student will be able to write a one page essay examining and explaining the reasons for Willie's desire for revenge against the white visitor and his final decision of acceptance.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Elements of Fiction in a Short Story: - setting - point of view - characterization · simple characters · complex characters - conflicts · internal · external - plot structure - theme - tone - vocabulary - prejudice - discrimination	1. Discuss terms: prejudice and discrimination.	
	2. Read aloud the story in class.	2. Voices 3, "The Other Foot" Ray Bradbury.
	3. Discuss orally the literal facts of the story and their own personal experiences with prejudice.	
	4. Write a story analysis describing setting, point of view, methods of characterization, conflicts, plot structure, theme, and tone.	
	5. Organize into small groups to share their analysis and to discuss internal and external conflicts of the main character, Willie.	

Curriculum Content	Activities	Resources/Suggestions
	6. Elect a speaker from each group to report their opinions on the conflicts experienced by Willie. 7. Evaluate Willie as a complex character. 8. Write a one page essay concerning Willie's change of attitude.	

EVALUATION: The student will write a one page essay examining and explaining the reasons for Willie's initial desire for revenge against the white visitor and his final decision of acceptance.

Brenda Jill Hennegan
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 5:11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

BASELINE OBJECTIVE: The student will be able to examine understandings and form exact generalizations.

PERFORMANCE OBJECTIVE: The student will be able to write a paragraph describing factors that influenced or contributed to prejudice in the novel, To Kill a Mockingbird.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary study: Loaded words - "Nigger" _ "pore white trash"	1. Read the novel: To Kill a Mockingbird.	1. To Kill a Mockingbird by Harper Lee.
	2. From the book, make a list of "loaded" words which stereotype or show prejudice.	2. Pen, paper
	3. Participate in a taping activity in which certain students role play particular characters to show how they represent prejudice, intellectual attitudes, personal insecurity and how these factors affect their lives, socially, economically and personally.	3. Tape recorder and blank tape
	4. Participate in a discussion group about what contributed to the prejudice in To Kill a Mockingbird.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Write a paragraph about the conclusion the group and the student reached concerning the cause of prejudice in To Kill a Mockingbird.	5. Pen, paper
	6. Watch the movie version of To Kill a Mockingbird.	6. Contact theaters to see if it will be in the area and/or contact television stations to see if it will be televised.

EVALUATION: The student will write a paragraph describing factors that influenced or contributed to prejudice in the novel To Kill a Mockingbird.

Mary "Sue" Statsberg
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 5:11 The student should be able to understand factors which contribute to prejudice such as misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

BASELINE OBJECTIVE: Meaning is communicated by modifying language mood, using emotional attitudes to alter meaning.

PERFORMANCE OBJECTIVE: The student will be able to relate the factors which contribute to prejudicial attitudes and behaviors in today's society and compare these to the factors which contributed to the attitudes and behaviors toward Jane Eyre by her foster parents, cousins, and peer group.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Jane Eyre	1. Read the novel, *Jane Eyre* by Charlotte Bronte.	1. Text: Bronte, Charlotte *Jane Eyre*
Society's attitudes toward others (both today and during the nineteenth century) - prejudice - child abuse	2. Participate in a class discussion on passages from the novel which identify instances of prejudicial attitudes and behavior toward Jane by the main characters in the book.	2. Examples of passages to be discussed are: - behavior of foster parents toward Jane (aunt and uncle) - behavior of cousins toward Jane - behavior of teachers toward Jane
	3. Make posters showing scenes of prejudice or child abuse in *Jane Eyre*.	. Materials: scissors glue tape thumb tacks

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Write a theme about prejudice and abuse of small children, using Jane Eyre as as example.	4. Materials: pencils pens papers notes on Jane Eyre
	5. Locate examples of child abuse/prejudice in current newspapers.	5. Teacher should make certain that daily newspapers are available to students.
	6. Discuss the problem of child abuse/prejudice in the world today and list the reasons why these problems are difficult to solve.	
	7. Role play how he/she would have handled the situation if she/he were in Jane Eyre's predicament.	

EVALUATION: The student will relate the factors which contribute to prejudicial attitudes and behaviors in today's society and compare these to the factors which contributed to the attitudes and behaviors toward Jane Eyre by her foster parents, cousins, and peer group.

Ophelia Tennon
F. D. Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English (Reading)

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 5:12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.

BASELINE OBJECTIVE: The student will be able to examine understandings and form exact generalizations.

PERFORMANCE OBJECTIVE: The student will be able to identify advantages and disadvantages of a leadership role for three (3) occupations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary Study -Word usage	1. Participate in a group discussion defining disadvantages and advantages of leadership.	1. Teacher-directed; Dictionary skills
Comprehension -Inferential comprehension -Cause and effect and comparisons	2. Read a story concerning a high school class president with a dilemma.	2. "Getting It Together" from reading series.
Written Expression -Paragraph writing Listening Skills	3. Listen to a presentation by three persons involved in leadership roles and, using a prepared list of advantages and disadvantages, identify which ones the speakers have in common.	3. Teacher-prepared list of probable advantages and disadvantages.
	4. Read three job description cards and identify leadership responsibilities for each worker and categorize the disadvantages and advantages of his/her role.	4. Teacher-prepared cards; Students may work in groups.

EVALUATION: The student will identify advantages and disadvantages of a leadership role for three (3) occupations.

Diane Duckworth
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 5:24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.

BASELINE OBJECTIVE: The student will be able to identify complementary interactions and develop intensity in message.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate his ability to communicate, using both verbal and written forms, by delivering a news broadcast and writing an editorial.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Communication Skills 1. Speaking -voice -vocabulary -fluency -ethusiasm	1. Write an outline containing the items chosen for a news broadcast.	1. Materials: newspapers, magazines. Teacher Information: Students may bring in articles and choose their own newsworthy items.
	2. Participate in class discussion to review aspects of verbal communication.	2. Teacher information: Review skills and audience interaction.
2. Writing -grammar -spelling -paragraph construction -sentence structure	3. Plan and practice his or her broadcast.	
	4. Deliver the broadcast.	4. Record five minutes of video tape of each student.
3. Correct usage and objectivity.	5. Listen to and watch the playback of the broadcasts and give comments.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Choose a local issue on which he or she can express an opinion.	6. Teacher Information: Students may refer to newspapers, magazines, school problems, etc.
	7. Participate in class discussion to review aspects of written communication.	7. Review skills.
	8. Discuss the form and use of editorials.	
	9. Write an editorial on the issue, using proper form and skills.	
	10. Participate in class discussion on the importance of improving and practicing one's ability to communicate.	

EVALUATION: The student will demonstrate his ability to communicate, using both verbal and written forms, by delivering a news broadcast and writing an editorial.

Ophelia Tennon
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English/Reading

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 8:02 The student should realize that changes in technology will affect his or her work and life style.

BASELINE OBJECTIVE: The student will be able to interpret generalized meaning and form conclusions.

PERFORMANCE OBJECTIVE: The student will be able to choose an area of technology and identify goods and services as products of technology.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary Study - definitions and word usage encountered. Comprehension Skills - Both inferential and literal, cause and effect, sequencing, and comparison.	1. View a presentation given by a disc jockey from a popular radio station.	1. Guest speaker provided by career education center or teacher-made arrangements. Slides could be teacher provided or possibly furnished by the radio station.
Verbal Language Experience oral discussion, group exchange of ideas.	2. Participate in an oral discussion and make a list of terms concerning various areas of technology including Business Management, Engineering, Agricultural, Manufacturing and Electronics.	2. Magazines, newspapers.
Written Expression of Ideas captions under pictures, paragraph writing.	3. Use a list of careers and job descriptions and match the correct occupation and description.	3. Occupational Outlook

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Listening Skills oral discussion, guest speaker, field trip.	4. Choose 3 occupations from the list provided by the teacher and decide upon specific changes which might occur in the technology present in each occupation.	4. Teacher handout-information taken from Occupational Outlook.
	5. Participate in a field trip to a local job site in one of the areas of technology.	5. Possible trips: - Business Management, an insurance company. - Engineering, a large construction site. - Manufacturing, local Coca Cola plant.

EVALUATION: The student will choose an area of technology and identify goods and services as products of technology.

D. Duckworth
Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

BASELINE OBJECTIVE: The student will be able to recognize the existing flexibility within sender-receiver-message and know how to refine communication.

PERFORMANCE OBJECTIVE: The student will be able to write a news story about a school event while using good grammar.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Structure of News Story - inverted pyramid (important facts first) - 5 W's - lead in Writing - good grammar - editorial rewrite	The student will: 1. Discuss the structure of a newspaper article.	
	2. Read aloud the chapter about journalism.	2. Voices 3
	3. Take notes in the definition, form and content of a news article.	3. The University Interscholastic League Handbook on Journalism
	4. Bring a news article to class and identify the lead in and the five W's.	4. Local newspaper.
	5. Receive a scrambled list of facts to rearrange in appropriate order for a news article.	5. Teacher prepared handout.
	6. Gather facts for a news story about an event at school, write the story in proper form and submit it to the editor (teacher).	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Follow corrections and suggestions given by editor and rewrite the news article in proper form.	
	8. Discuss with a news reporter the importance of a knowledge of correct grammar in his or her work.	8. Local newspaper as resource.

EVALUATION: The student will write a news story about a school event while using good grammar.

B. J. Hennegan
Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English III GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.

BASELINE OBJECTIVE: The student will be able to interpret generalized meaning and form conclusions.

PERFORMANCE OBJECTIVE: The student will be able to summarize and write about a particular news item that interests him/her and describe how it reflects and affects his/her world.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify what makes news. - timeliness - discovery - the unusual - nearness - conflict	1. Read pp. 270-271 in text.	1. Voices III, Cline and Williams, Boston, Mass. Ginn and Company, 1969.
	2. Discuss "newsmakers" topics and be able to identify them. (p. 271)	
The Five W's of Journalism - who - what - where - when - why	3. Write a lead summary of a news story when given the facts on p. 272 (Exercise 2)	3. Text, pencil, paper
	4. Read pp. 273-274, "What Follows the Lead" and do discussion questions pp. 274-275.	4. Text
Inverted pyramid in news writing - important facts first - less important facts - least important facts	5. Interpret a news story from the newspaper and use the inverted pyramid.	5. Newspaper, text, pencil
	6. Organize a short speech on their article telling why they liked it and their opinion of it.	6. Paper, index cards, outline of their article.

Curriculum Content	Activities	Resources/Suggestions
Reasons for reading the newspaper - information	7. Read and discuss "News Behind the News", p. 275	7. Text
- entertainment - persuasion	8. Write a paragraph telling why they like to read a newspaper and list the articles they consider important.	8. Paper, pencil
Distinguish between fact and opinion	9. Make a newspaper collage of various headlines.	9. Newspapers, scissors, poster board.
Difference between slanted and straight news writing	10. Visit one of the large newspaper buildings in Dallas.	10. Bus, permission slips.
What an editorial is	11. Summarize a newspaper article and tell how it affects his/her world.	11. Paper, pencil, pen
Careers available		

EVALUATION: The student will summarize and write about a particular news item that interests him/her and describe how it reflects and affects his/her world.

Carol L. Velzy
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 6:03 The student should be able to identify his or her interests which are related to her or his career direction.

BASELINE OBJECTIVE: The student will be able to recognize consistency among sender-receiver-message and know how to communicate effectively.

PERFORMANCE OBJECTIVE: The student will be able to effectively communicate in writing her/his major interests which are related to a career direction.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
List of interesting careers	1. Read a book about a career field of his/her choice.	1. Library card catalog.
Correct use of want-ads	2. Read want ads and list all jobs in his chosen field.	2. Local newspapers
Composition - paragraphs - book reports	3. Write a report on the book she/he read.	3. Pen, paper
Slide presentation - take pictures - write script	4. Take pictures of several interesting occupations encountered on a field trip.	4. Field trips to fire station, police station, water treatment plant, etc.
	5. Participate as a group member in preparing an audio tape to accompany the slides taken of the field trips.	5. Tape recorder, blank tape.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Role play situations in her/his chosen occupational field with others in the class activity as 1) participants and 2) observers.	6. Solicit help from drama students in the building.
	7. Present slide show of field trips to several classes in the school.	7. All English classes in the auditorium. Get assistance from art and photography departments.

EVALUATION: The student will effectively communicate in writing her/his major interests which are related to a career direction.

Pat Wilson
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 6:03 The student should be able to identify his or her interests, which are related to his or her career direction.

BASELINE OBJECTIVE: A student should be able to recognize consistency among sender-receiver-message and know how to communicate efficiently.

PERFORMANCE OBJECTIVE: The student will be able to write a report describing his or her interests that relate to a chosen career field.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Information Seeking Skills in library - location - selection - organization	1. Read a book from the library about his chosen field or occupation.	1. Films on occupations.
	2. Read want ads and list all jobs in his chosen field.	2. Newspapers
Communication Skills Written - information - grammar - spelling - construction a. sentence b. paragraph	3. Participate in a classroom interview of guests brought in from various businesses.	3. Resource People: T.V. personalities, airline pilots, waitresses, secretary, etc.
	4. Role play situations in his or her chosen occupation with others in class acting as (1) participants, (2) observers.	4. Students should work in small groups.
Oral Visual	5. Write a report about the book he/she chose to read and what interested him/her in that career field.	5. Pen, paper

EVALUATION: The student will write a report describing his or her interests that relate to a chosen career field.

Patsy Wilson
Roosevelt

4

LEARNING MODULE
CAREER EDUCATION

SUBJECT: English GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 6:12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size, and then applying them to one's value system or discarding them.

BASELINE OBJECTIVE: The student will be able to recognize consistency among sender-receiver-message and know how to communicate efficiently.

PERFORMANCE OBJECTIVE: The student will be able to identify various types of persuasion and identify how a person might deal with the persuasion.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Subtle Persuaders - Attractiveness of the communicator	1. Read "The Children's Story", p. 276, Lesson 19.	1. Voices 4, Ginn and Company. 1969.
- The folksy approach	2. List "loaded words" that could be used by a propagandist seeking to discredit persons, groups, nations, etc. by giving them "bad" names.	2. Give examples of what was used in the story.
- Suggestion		
- Loaded words	3. Students will view TV for commercials to note various processes of persuasion.	3. Television commercials.
Definition of Persuasion		
Techniques of Persuasion	4. Cite specific examples of persuasion from the story.	4. Pen, paper.

Curriculum Content	Activities	Resources/Suggestions
	5. Role play a situation in which one tries to persuade another to do something he really doesn't want to do.	5. Teacher supplies role play situation.
	6. Write their own commercials demonstrating methods of of persuasion.	6. Pen, paper.
	7. List five (5) examples of persuasion and describe how a person might best deal with that persuasion.	

EVALUATION: The student will identify various types of persuasion and identify how a person might deal with that persuasion.

Debra Hatcher
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 1:08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.

BASELINE OBJECTIVE: The student will understand that an individual's behavior is influenced by the social system of which he/she is a part.

PERFORMANCE OBJECTIVE: The student will be able to identify three methods that people had for finding out about job availability in Texas in the 1800's and compare those methods with methods of today.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Economy: Supply and demand	1. Read and discuss material in text	1. Textbook: Texas and It's History Chapters covering the 1800's
Population trends	2. Define vocabulary words	2. Text and teacher explanation
Westward Expansion	3. List jobs available in Texas during the 1800's.	3. Teacher Information: Use material from text on agriculture, lifestyles, etc., Some jobs are mentioned in text. Encourage students to think of what jobs people must have had in order to end up with the finished product, service, etc. Examples: Blacksmith Store owner School teacher Doctor

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Map Skills	4. Complete a map showing paths of migration and of settlement.	4. Materials: Maps of U.S. (Series E. DISD) for each student. colored pencils.
Research	5. List methods that these early settlers had for discovering jobs.	5. Library resources, copies of old newspapers, text. Teacher information: Students may work in groups. These groups may "brainstorm" to come up with methods that might have been used. Emphasize communication methods available then.
	6. Examine the want-ads in the classified section of recent newspapers.	6. Group work, local newspapers
Occupations of Yesterday and Today	7. Select a job area of interst to the group and write a list of available jobs of that type found in the want-ads.	7. Example: Selling/Career list of companies needing salespersons
	8. Talk with his/her parents, friends and neighbors about the job area chosen by the group and take notes on any information they can can supply.	8. Teacher information: Students can include their resource persons opinions about the job area, try to find someone currently employed in that area, etc.
	9. Participate in his/her group discussion to think of at least one other method of finding out about available jobs that one might use today.	9. Example: Use Yellow Pages to call various companies, employment agency, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	10. Share group findings with the entire class and write a class list of methods for finding out about job availability.	10. Resource person: Invite school counselor to add other methods, talk about resources available to students, etc.
	11. Participate in class discussion to compare methods of today with those used in the 1800's.	11. Teacher information: Ask class' opinion concerning how beneficial it is to talk to parents, friends, etc.- about jobs. Have students tell about the information they got from talking with others about jobs.

EVALUATION: The student will identify three methods that people had for finding out about job availability in Texas in the 1800's and compare those methods with methods of today.

Carl Evans
O. W. Holmes Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.

BASELINE OBJECTIVE: The effects of slavery on lifestyles, economic development, and social behavior.

PERFORMANCE OBJECTIVE: The student will be able to write an essay describing the effects of the Civil War on the lifestyles of the freedmen in Texas.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Civil War	1. Read 308-327 in the text.	1. Texas and Its History, Texans: Their Land and Histor
Secession Convention - advantages - disadvantages - Texas decision	2. Hold a mock convention to discuss the advantages and disadvantages of Texas joining the Confederacy.	2. Teacher information: Use actual convention minutes as your resource.
Post Civil War - problems	3. Describe the jobs held by the slaves in Texas.	3. Library materials, copies of old newspapers.
	4. Discuss what happened to various jobs while the men were at war.	

Curriculum Content	Activities	Resources/Suggestions
	5. List problems incurred in Texas in the post Civil War period.	5. Text, library materials
	6. Write an essay describing the effects of the Civil War on the lifestyles of the freedment in Texas.	

EVALUATION: The student will write an essay describing the effects of the Civil War on the lifestyles of the freedmen in Texas.

Toliver Jordan
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to neatly and accurately complete an employment application and list two jobs that are available to historians.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basic Skills	The student will:	
-Reading -Writing -Following Directions	1. Research the availability of jobs open to historians.	1. Occupational Outlook Handbook, Occupational Materials from the library.
Using the phonebook for addresses, locations, phone numbers, etc.	2. Discuss how to obtain job applications.	
	3. Obtain at least one job application.	3. Can be obtained from any organization dealing with history.
Research skills		
Newspaper skills	4. Discuss procedures in filling out job applications.	4. The teacher will assist in this activity by listing examples on the board.
	5. Fill out his/her job application and list at least two jobs that are available to historians.	

EVALUATION: The student will neatly and accurately complete an employment application and list two jobs that are available to historians.

Carl Evans
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History and Government

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 7:06 The student should know the laws that protect the rights of workers, children and others in the work world.

BASELINE OBJECTIVE: The student will understand that an individual's behavior is influenced by the social system of which he/she is a part.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing how certain laws protect the rights of the working class.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
State Constitution	1. Discuss the minimum wage law.	1. The teacher should lead the discussion. Get materials from the library.
Federal Constitution		
Laws that relate to the rights of the working class	2. List and discuss the safety regulations of the various jobs.	2. Individual and group discussions. Encyclopedias
Minimum Wage Law - Safety - Insurance - Working conditions	3. List and discuss the fringe benefits of different jobs.	3. Individual and group discussion Encyclopedias
	4. Describe the working conditions of blue/white collar workers.	4. Group discussion led by the teacher

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Write a brief paper describing how certain laws protect the rights of the working class.	5. Individual assignment-pencil, paper Note: The teacher should obtain as much material from the library as possible for use in class with this unit.

EVALUATION: The student will write a brief paper describing how certain laws protect the rights of the working class.

Abiel Garza
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.

BASELINE OBJECTIVE: The structure and function of the government of Texas are designed to serve the needs of its citizens.

PERFORMANCE OBJECTIVE: The student will be able to describe the functions of the Texas Department of Public Safety in a written essay.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Different types of Taxes in Texas and their use. - property - sales	1. Discuss the use of tax money in the state of Texas.	1. Talk with parents about the amount of taxes they pay and what they think the taxes are used for.
Governmental agencies of Texas - description - function	2. List five Texas governmental agencies.	2. Use phone books, newspapers, etc.
	3. Describe the functions of one governmental agency listed in the above activity.	3. Divide into five (5) small groups. Each group should research one of the five agencies listed. Make sure one agency is the Texas Department of Public Safety.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Listen as a speaker from the Texas Department of Public Safety describes how he/she helps the citizens within the community. 5. Write an essay describing the functions of the Texas Department of Public Safety.	4. Resource person from Texas Department of Public Safety.

EVALUATION: The student will describe the functions of the Texas Department of Public Safety in a written essay.

Shirley Thomas
Doris Holloway
O. W. Holmes

SUBJECT: Texas History and Government

GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.

BASELINE OBJECTIVE: The student will understand that the structure and function of the government of Texas are designed to serve the needs of its citizens.

PERFORMANCE OBJECTIVE: The student will be able to list five ways the government gets its revenue to provide services to its citizens.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Review the Constitution	The student will:	
-Taxes -City	1. Describe the tax structure of the city, county, and state.	1. Text and other related materials.
-State -Federal	2. Locate information in local newspapers related to taxes.	2. Local newspapers.
-Public Services Provided through the use of taxes	3. Participate in a field trip to the court house police station, etc. to view these services in action.	3. The teacher should arrange for this trip in advance.
	4. Role play various situations depicting incidents where public service is needed.	4. Examples: Who do you call if your home has been burgularized? What do you do in case of a fire? etc.
	5. List five ways the government gets its revenue and provides services to its citizens.	

EVALUATION: The student will list five ways the government gets its revenue to provide services to its citizens.

Abiel Garza
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History GRADE LEVEL: 7

CAREER EDUCATION
LEARNER OUTCOME: 7:13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.

BASELINE OBJECTIVE: The structure and function of the government of Texas are designed to serve the needs of its citizens.

PERFORMANCE OBJECTIVE: The student will be able to list and describe some of the major social, political, and economical events during the Republic of Texas and draw a time line from 1836-1845.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The beginning of a social system based on self rule.	1. Read pages 186-201.	1. Text: The Texans, pp. 186-201
Population of Dallas - during the Republic - today	2. Read pages 124-132.	2. Text: Texas and Its History, pp. 124-132
Economic Problems: 1836 - 1845 The Texas Rangers	3. Discuss the reasons for migration to Texas.	3. Examples: - people wanted a new start in life - cheap land - lots of room to grow
Weaknesses under the Republic	4. Research and report on the following: A. Moses Austin B. Stephen F. Austin C. Austin's Colony D. Baron de Bastrop E. Harden Edwards	4. Text: The Texans, Ch. 4 Reference Books, Encyclopedia

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Write an advertisement for a New Orleans newspaper seeking colonists to move to Austin's Colony.	5. Text: Texas - Our Heritage pp. 85-117 (The students should work in small groups.)
	6. List and describe some of the major social, political, and economical events during the Republic of Texas.	6. Examples: - date each president took office - date Texas requested statehood - death of Stephen Austin
	7. Place these events on a time line from 1836 to 1845.	

EVALUATION: The student will list and describe some of the major social, political, and economical events during the Republic of Texas and draw a time line from 1836-1845.

Chuck Hubbard
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 7:15 The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.

BASELINE OBJECTIVE: The student will understand that the satisfaction of needs is a strong motivating force in determining behavior.

PERFORMANCE OBJECTIVE: The student will be able to identify and describe three (3) events after 1865 which evidenced an increased feeling for nationalism or loyalty to the U. S. after the war between the states over regional differences.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Variation of needs between the North and the South	1. Construct a map showing the differences in the needs of the North and the South based on geographical features.	1. Construction paper, markers, scissors, etc.
Geographical size of the U. S. - pre War - post War	2. Write reports on the advantages and disadvantages of the North and South during the war.	2. Textbooks used: Texas and Its History, and The Texans: Their Land and History.
Advantages - North - South	3. Describe the differences between the views of the North and South politically, economically, and socially.	
Disadvantages - North - South	4. List the jobs that were necessary before, during, and after the war.	4. Other suggested textbooks to used: The Story of Texas, Texas and Its Heritage, The Handbooks of Texas; A-Z, Encyclopedias

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Jobs before the war - North: factory worker, store keeper - South: fieldhand, housecook, cotton gin worker, blacksmith Jobs during the war Jobs after the war The Union is preserved	5. Identify and describe three (3) events which evidenced a feeling of nationalism and loyalty to the U. S. after the war.	5. Examples: - passage of 13th, 14th and 15th Amendments. - loyalty oaths taken by CSA soldiers - letters of Robert E. Lee - reconstruction of destroyed property - assumption of war debts

EVALUATION: The student will identify and describe three (3) events after 1865 which evidenced an increased feeling for nationalism or loyalty to the U. S. after the war between the states over regional differences.

Chuck Hubbard
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: History (African)

GRADE LEVEL: 7-8

CAREER EDUCATION
LEARNER OUTCOME: 8:10 The student should understand that wages are what someone is paid for his or her time and effort.

BASELINE OBJECTIVE: Economic decisions, whether by individuals or groups, can affect the total economy of a region.

PERFORMANCE OBJECTIVE: The student will be able to list five variables that help determine the price of a commodity.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
African Culture: Trade	1. View a movie about the production and distribution of wood carvings.	1. Film: "Boy of Central Africa"
Identification of factors affecting cost of goods - supply and demand - middleman - quality - transporting - production time - overhead expense - cost of labor - etc.	2. Engage in a discussion about the factors that determine the cost of goods.	
	3. Evaluate and discuss questions with other classmates.	3. Teacher Information: suggested questions are: A. What did the boy make? B. How long did it take? C. What did he sell it for? D. Was the price fair? For whom? Why? E. What makes an object expensive or cheap? F. Why does carving cost more in America than Africa?

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
		G. How long did it take to make the carving? H. How much money did it take to make the item? I. Was the item well made? J. Who buys the item?
	4. List five variables that help determine the price of a commodity.	

EVALUATION: The student will list five variables that help determine the price of a commodity.

Ronald Romanchek
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Texas History

GRADE LEVEL: 7

CAREER EDUCATION LEARNER OUTCOME: 8:29 The student should understand that when people do separate and different tasks they create more dependence in the society.

BASELINE OBJECTIVE: The student will understand the economic decisions, whether by individuals or groups, can affect the total economy of a region.

PERFORMANCE OBJECTIVE: The student will be able to describe in a brief paper the different tasks that were created as a result of the war between the states and reconstruction.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Reconstruction Period - Carpetbaggers - Scalawags	1. Read pages 319-327.	1. Text: Texas and Its History, pp. 319-327
Life in the North before and after reconstruction	2. Define the following: reconstruction, federal government, 13th, 14th, and 15th amendments.	2. Texts: Texas and Its Heritage; The Story of Texas
Life in the South before and after reconstruction	3. List and discuss the duties of the government officials who help set up the methods of reconstruction.	3. Text: Texans: Their Land and History
Types of jobs created during the war	4. Discuss the major problems people faced during reconstruction and how they dealt with those problems.	4. Class discussion - The teacher should list these on the board as they are discussed.

Curriculum Content	Activities	Resources/Suggestions
Types of jobs created after the war.	5. Discuss the structure of the government before and after Reconstruction.	5. Class discussion.
	6. Write a brief paper describing the different tasks that were created as a result of the war between the states and reconstruction.	6. Individual assignment - pencil, paper.

EVALUATION: The student will describe in a brief paper the different tasks that were created as a result of the war between the states and reconstruction.

Toliver Jordan
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History and Citizenship GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 1:08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.

BASELINE OBJECTIVE: The student will understand that life styles and social behavior are a result of cultural traditions.

PERFORMANCE OBJECTIVE: The student will be able to describe two jobs of the 1820's, after class study, and two jobs of today, after discussing careers with family and friends.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Different ways of life developed in the Northeast, Midwest, and South.	1. Read pages 285-291 in the text.	1. Text: Foundations of Freedom.
-The Industrial Revolution brought new inventions that guided the Northeast to be a manufacturing region Midwest-food growing region.	2. List on a chart the jobs that a person might have had in the 1820's in each region.	2. Teacher Information Example - JOBS IN 1820 Northeast: factory worker city service job Midwest: farmer South: plantation owner, farmer
-South - cotton producing region	3. Write a research report on two jobs identified in activity #2.	3. Materials: Tagboard, markers, Resources: 1. Texbook, 2. Occupational Outlook Handbook, 3. Encyclopedias.
-Due to different lifestyles, traditions. the three areas had different needs.		
	4. Prepare a "job history" on two adults including all jobs held by them.	4. Teacher Information: Students may interview relatives, friends, or neighbors.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Interview the adults and list an advantage and a disadvantage for each job.	
	6. Vist his/her parents, relative or friend at work.	
	7. Write a report on the activities seen at work listing what happened, the nature of the work impressions, etc.	
	8. Participate in class sharing session and discuss the benefits of talking with others about jobs.	
	9. Participate in small group discussion and describe two jobs of 1820 and two jobs of today.	9. Teacher Information: Students should use their chart and report.

EVALUATION: The student will describe two jobs of the 1820's, after class study, and two jobs of today, after discussing careers with family and friends.

Gregg Morris
Oliver Wendell Holmes
Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History

GRADE LEVEL: 8

CAREER EDUCATION LEARNER OUTCOME: 4:22 The student should understand that as an employee he or she should be able to work with others in reaching common goals of the company.

BASELINE OBJECTIVE: The student will understand that an individual's alternatives for solving problems may produce conflicts, but that the choice made orders priorities.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate, through role-playing activities, the importance of reaching common goals through compromise.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Reaching common goals through Compromises - Three-fifths Compromise	1. Read pages 197-198.	1. Text: Foundations of Freedom, pp. 197-198
- The Great Compromise - Missouri Compromise	2. Read pages 58-59	2. Text: Of, By, and For The People, pp. 58-59
Compromises in day to day situations	3. Define Compromise.	
Compromises in Government today	4. Participate in class discussion on the various compromises in history.	
	5. Discuss the three-fifths compromise in detail and entertain specific questions posed by the teacher.	5. Suggested questions: How did the north's views differ from the south's? What factors supported the various views? Were values involved in this issue? Do values ever reflect economic concern?

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss compromise in government today.	6. Suggested questions: What will be done about price control on oil products? Will gasoline go up or down?
	7. Role-play mock situations dealing with the importance of compromising to reach common goals.	7. The teacher should create mock situations.

EVALUATION: The student will demonstrate, through role-playing activities, the importance of reaching common goals through compromise.

Michael E. Alexander
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 6:08 — The student should understand that one's view of life comes from one's personal value system.

BASELINE OBJECTIVE: The student will understand that life styles and social behavior are a result of cultural traditions.

PERFORMANCE OBJECTIVE: The student will be able to identify five (5) factors that would influence how one acts and what one values.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Aztec Civilization - geography	1. Describe the environment of the Aztecs.	1. Maps, atlas
- economy	2. Identify what the economy was like.	2. Textbook: Foundations of Freedom
- civilization	3. Identify various factors that characterize a civilized society.	3. Examples: Political institutions Social institutions Religion
Necessities of life in relation to economy	4. List factors that are vital to the Aztecs way of life.	
Behavior habits	5. Compare the important factors of the Aztecs to the important factors of today.	5. Students should find some similarity.

Curriculum Content	Activities	Resources/Suggestions
Values	6. Research and discuss the learned behavior, behavioral environment, etc., of the Aztecs environment and relate this to his/her environment.	6. Reasearch in the library
	7. List five (5) factors that would influence how one acts and what one values in modern society.	

EVALUATION: The student will identify five (5) factors that influence how one acts and what one values.

Ronald Romanchek
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History

GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 7:16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.

BASELINE OBJECTIVE: The student will understand that our democratic form of government was established to provide for the general welfare and to protect the rights of individual citizens.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the necessity of voting and participating in reform causes by writing an essay on the events and circumstances surrounding the passage of the Civil Rights Act of 1964.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Discrimination - Cause - Cure	1. List and discuss the characteristics of the three main racial groups.	1. Resource unit on Race, Prejudice, and Discrimination prepared by the Anti-Defamation League/Levin.
Prejudice	2. List and discuss examples of verbal derogation and stereotyping.	2. Pencil, paper.
Racial groups - Negroid - Mongoloid - Caucasoid	3. List and discuss examples of restrictive practices and violence.	3. Each student should cite an example and share with the class.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Terminology - Racism - Prejudice - Discrimination - Stereotyping - Violence - Non-violence	4. Read eyewitness accounts of the events surrounding the civil rights movement of the 1950's and 1960's.	4. Specifically the events surrounding the supreme court decision of Brown v. the Board of Education of Topeka, Kansas; the integration of the Little Rock schools; and civil rights activities preceding the passage of the Civil Rights Bill of 1964. Resource Text: Eyewitness: The Negro in American History, Katz.
Voting Restrictions - Literacy Tests - Grandfather Clause - Poll Taxes	5. Role-play various situations allowing the students to vote on certain issues posed by the teacher and other classmates.	
Civil Rights Act of 1964	6. Write an essay on the circumstances surrounding the passage of the Civil Rights Bill of 1964 demonstrating the necessity of voting and participating in reform causes.	

EVALUATION: The student will demonstrate the necessity of voting and participating in reform causes by writing an essay on the events and circumstances surrounding the passage of the Civil Rights Bill of 1964.

Gregg Morris
O. W. Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History GRADE LEVEL: 8

CAREER EDUCATION
LEARNER OUTCOME: 8:01 The student should understand that the benefits of technology are the production of new, more, and better goods and services.

BASELINE OBJECTIVE: The student will understand that the events and acts of early America reflected the beliefs and attitudes of the peoples of that period and provided roots for subsequent development of the United States.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing the benefits of technology reached in the U. S. during the 1800's.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Industrial Revolution: 1800's - development of the reaper - development of the cotton gin - development of mass production - development of the plow - development of factories - invention of the steam engine - development of canals and roads	1. Read pages 259-261; 284-291.	1. Text: Foundations of Freedom, pp. 259-261, 284-291
	2. Participate in group discussion on the function and economic influence of the reaper and the cotton gin.	2. Children should work in small groups and then report to the class.
	3. Discuss the importance of mass production in the U. S.	3. Class discussion
	4. Discuss the function of the plow and draw a picture or find a picture of a plow.	4. Magazines, scissors, pencil, paper.
	5. Discuss in small groups the importance of the development of the factory system in the U. S.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss the importance of better transportation in relation to faster methods of production in the U. S.	
	7. Write a brief paper describing the benefits of technology.	7. Individual assignment.

EVALUATION: The student will write a brief paper describing the benefits of technology reached in the U. S. during the 1800's.

Michael E. Alexander
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Geography

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 8:29 The student should understand that when people do separate and do different tasks, they create more dependence in the society.

BASELINE OBJECTIVE: Students will learn basic information concerning 50 states in relationship to the economy of the United States.

PERFORMANCE OBJECTIVE: The students will be able to identify states and the interdependence of these states in relation to the economy of the United States.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
States - capitols - population - rivers - mountains - climate - location - products	1. Read pp. 346-356 of the text.	1. The Wide World by James E. Davis.
	2. Locate states and their capitols on a map of the United States.	2. Paper, crayon, text, pencil, map
	3. Look up general information concerning 2 states as assigned by the teacher.	3. Basic industries, farm products, etc.
	4. Participate in oral report and discussion on assigned states.	
	5. Make a chart of leading products of the states.	5. Library materials
	6. Participate in class discussion focusing on the principle of interdependence.	6. Advantage of states abandoning self-sufficiency

EVALUATION: The students will identify states and interdependence of these states in relation to the economy of the United States.

Herman Cofer
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History

GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 2:04 The student should be able to identify job categories in which he or she has some interest, and list under each category chosen: various job titles, the educational requirements, and employment outlook for each job title.

BASELINE OBJECTIVE: Understand that a technological society is complex and characterized by rapid and dynamic changes and that the adjustments of individuals requires constant refinement of coping skills.

PERFORMANCE OBJECTIVE: The student will be able to identify job categories that interest him or her as potential career choices and describe the effects technological change may have on these choices.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Variety of careers - law - medicine - government - sociology - economics - business	1. View media to introduce subject and related careers.	1. Resource media - Study prints on Black Americans - Afro U. S. A. - Ebony Success Library (Careers) - Current issues of Ebony - Encyclopedia of Careers (2 volumes) - Exploring magazine
Career interest		
How technology can affect a career		
Changes in careers	2. Complete research reports on various career areas.	
	3. Select a career interest and compile written details concerning educational background and qualifications.	
	4. Listen as experts in specific careers describe how technology has affected his/her job.	2. Resource persons from community.

Curriculum Content	Activities	Resources/Suggestions
	5. Discuss how future technological changes may affect his/her job choice.	5. Machines may make it obsolete, may provide a better job, working conditions, etc.

EVALUATION: The student will identify job categories that interest him/her as potential career choices and describe the effects technological change may have on these choices.

Ola B. Banks
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American History

GRADE LEVEL: 11

CAREER EDUCATION
LEARNER OUTCOME: 4:21 The student should understand that as an employee he or she should comply with reasonable decisions made by other persons with legitimate authority such as the supervisor or boss.

BASELINE OBJECTIVE: The student will understand that different factors contribute to changes in comtemporary society and that the effect of these changes is felt by the people within the society.

PERFORMANCE OBJECTIVE: The student will be able to describe the major developments in history that led to today's organized labor and will identify the roles of management and of Unions in order to distinguish reasonable decisions made by persons in authority with which he/she as an employee might have to comply.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Organized labor in big business	The student will:	
Relationship between needs and concerns and the formation of groups.	1. Read and complete the questions concerning "Effects of Industrialization".	1. Reference: Adventures of the American People, Rand-McNally, pp. 152-153.
	2. Discuss types of businesses and state examples of businesses in his/her community which are proprietorships, partnerships, and corporations.	2. "Form of Business" pamphlet, pp. 43-44.
Factors contributing to change	3. Read and discuss information on the economic conditions in the United States during the 1930's and their influence on the opinions of Americans at grass root level concerning big business.	3. Governor Roosevelt's Power Program, Roseman, pp. 127-134.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Impact of Industrialization on the American people	4. Complete a chart on significant labor-management confrontations in order to distinguish the effects of the labor organization.	4. "Significant Labor-Management Confrontations" pamphlet, pp. 46-47. (Prepare as a hand-out)
	5. Construct a chart reflecting the attitudes of various groups which organized labor had to overcome.	5. *Adventures of the American People*, "Anti-Labor Attitudes", Rand-McNally, pp. 198,202,205. Materials: Poster paper Markers Suggestion: Could be done in small groups
Unions	6. Discuss the roles of management and of the Unions today.	6. Teacher Information: Lecture and prepared transparencies. Local Union official could speak to class, if possible.
	7. Participate in small group discussion to review the major developments that led to creating today's organized labor and predict the dealings that she/he might have with persons in authority in the future.	7. Resource person: Various business people at management level and union representatives should lead each group.

EVALUATION: The student will describe the major developments in history that led to today's organized labor and will identify the roles of management and of Unions in order to distinguish reasonable decisions made by persons in authority with which he/she as an employee might have to comply.

Herman DeVaughn
F. D. Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 5:12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.

BASELINE OBJECTIVE: The student will understand that certain factors are necessary for democracy to succeed.

PERFORMANCE OBJECTIVE: The student will be able to identify the positive and negative points of being in a leadership position as related to actual participation in a mock election.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary Terms - campaign - platform - issue - ballot - caucus - mud-slinging - glittering generalities - ballots - party column office group - bribery - nomination - electioneering - political parties	1. Define terminology concerning a presidential election.	1. Magruder's American Government Chapters 16 & 17
	2. Interpret and evaluate the vocabulary for the election.	
	3. Divide into 2 political parties: a) Nominate candidates for President and Vice-President b) Develop a platform - stands on major issues c) Choose campaign managers d) Delegate additional roles to party members	3. Current "Time" magazine, or past magazine from previous election. Teacher assistance Additional roles: - campaigns - platform writers - make campaign materials

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Organize and develop a political party.	4. Demonstrate a mock campaign and mock election. 5. Identify the advantages and disadvantages of being a leader in an election campaign.	4. Ask to use voting machines if they are stored in your school. 5. Examples: publicity, excitement, long hours, hard work, etc.

EVALUATION: The student will identify the positive and negative aspects of being in a leadership position as related to actual participation in a mock election.

E. Jameson
F. D. Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 7:05 The student should understand the rights guaranteed an individual by our social, political institutions concerning such matters as property and freedom.

BASELINE OBJECTIVE: The student will understand that certain factors are necessary for democracy to succeed.

PERFORMANCE OBJECTIVE: The student will be able to distinguish between a constitutional right used properly and a right that infringes on the rights of others, as it is defined in four court cases.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Identify from the 1st and 14th Amendments: - Freedom of religion - Freedom of speech(Expression) - Right to assemble	The student will: 1. Distinguish the 1st and 14th Amendments' right to freedom of religion.	1. Teacher made hand-out 1st, 10th, 14th Amendments
Apply each amendment to each case.	2. Interpret the case study method as applied to law cases.	2. Teacher made hound-out and demonstration of case study method of brifing law cases.
Distinguish between a constituted right used properly and a right that infringes on the rights of others.	3. Apply case study method to law cases: - Reynolds v. the United States - Abinton v. Schenpp	3. Vital Issues of the U.S. Constitution: Reynolds v. U.S., Abington v. Schenpp, Tinker v. Des Moines, Brown v. Louisiana
Reynolds v. U. S. Aginton v. Schenpp Feiner, Tinker v. Des Moines Brown v. Louisiana	4. Evaluate the supreme court decisions of Reynolds and Abington and interpret them to show rights of individual as applied to rights of society.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Distinguish the 1st and 14th Amendments rights to freedom of speech/expression.	
	6. Apply case study method to law cases: - Feiner, Tinker v. Des Moines.	6. Film: "People of New York v. Irving Feiner" Law in the Changing Society Library
	7. Evaluate supreme court decisions of Feiner and Tinker and interpret them to show rights of individual as applied to rights of society.	
	8. Distinguish the 1st and 14th Amendments' right to freedom of assemble.	
	9. Apply case study method to law case: - Brown v. Louisiana	
	10. Evaluate supreme court decision of Brown v. Louisiana and interpret it to show the rights of individual as applied to the rights of society.	

EVALUATION: The student will distinguish between a constitutional right used properly and a right that infringes on the rights of others as it is defined in four court cases.

E. Jameson
F. D. Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 7:05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom.

BASELINE OBJECTIVE: The student will understand that values, beliefs and traditions influence a nation's political system and governmental process.

PERFORMANCE OBJECTIVE: The student will be able to identify rights that are granted to individuals under the constitution and will describe the procedures by which these rights are protected.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
American Government	1. Read pp. 346-356 in the text.	1. Text: American Government Magruder
Judicial System		
Bill of Rights - history - function - content	2. Research and discuss each of the Bill of Rights.	2. Resources: Text Constitution Library references
Fourteenth Amendment - history - function - content	3. Discuss the Fourteenth Amendment and its effect on the Bill of Rights.	3. The Fourteenth Amendment made the Bill of Rights applicable to the states.
	4. Participate in a discussion of a list of questions prepared by the class	4. Provide a checklist of questions discovered during student research.
Individual Rights	5. List the individual rights that are protected by the United States Constitution.	5. Examples: Group assembly Express opinions

Curriculum Content	Activities	Resources/Suggestions
Function and duties -judge -lawyer -probation officer	6. Listen to three speakers discuss their roles in the judicial system and make an outline from the notes taken.	6. Resource Persons: -R.T. Scales, Dallas judge -Seferino Dominguz, Attorney 555 Griffin Square Building -Roger C. Carroll, Probation officer 1100 Commerce.
Rights of accused person	7. Participate in role play of a mock trial.	7. Teacher Information: To achieve maximum results, select students for each role.
Rights of prisoners	8. Describe the rights identified under the constitution and the judicial procedures designed to protect those rights.	8. Teacher suggestion: small group discussion followed by a test.

EVALUATION: The student will identify rights that are granted to individuals under the constitution and will describe the procedures by which these rights are protected.

Herman Cofer
South Oak Cliff Annex

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 7:08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.

BASELINE OBJECTIVE: Understand the systems of government vary according to decisions, policies, and laws of given society.

PERFORMANCE OBJECTIVE: The student will be able to identify the role of the city and county government in providing education, poice protection, highways, etc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
City charter	The student will:	
County government	1. Read chapter two of her/his text.	1. Text: American Government Magruder
State Government	2. Make a list of the responsiblities of the city council.	2. Resources: Copy of the city charter and charts of the various departments of city government.
City government	3. View a film on the operation of city government.	3. Films: "How the Government Operates" "Your Tax Dollar" "How the Police Protect You" "Your Role as a Citizen" Suggestion: A resource person from city government could also interact with the class.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Visit several departments of the county government and find out how they can help you.	4. Field trip
	5. Write a paragraph about what local governments provide you as a citizen.	5. Show what student learned from the field trip.

EVALUATION: The student will identify the role of the government in providing education, police protection, highways, etc.

John H. Lockhart
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government

GRADE LEVEL: 10-12

CAREER EDUCATION LEARNER OUTCOME: 7:16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.

BASELINE OBJECTIVE: As an American citizen, every individual has a right to participate in the processes by which she/he will be governed.

PERFORMANCE OBJECTIVE: The student will be able to participate in a small group to determine appropriate strategies for influencing governmental action concerning an important contemporary issue.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Voting qualifications - before 1865 - after 1865 - present time	1. Read the chapter in the text concerning the importance of voting in our society.	1. Government text.
	2. Make a list of the voting qualifications before and after 1865.	2. Library materials
	3. Make a list of people who cannot vote.	
Responsible citizenship - voting - staying informed - communicating with government	4. Help people in his/her neighborhood register to vote.	4. Contact county tax collector.
	5. Write a paper about the responsibilities of voting and citizenship.	5. Pen, paper

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss various methods of applying pressure on the government other than voters.	6. Teacher led discussion.
Reform causes in America-past	7. Make a list of ten changes that have occurred because of voting and/or public pressure.	7. Examples -slavery -women's rights -civil rights -prohibition.
Reform causes in America-present	8. Identify five contemporary issues that could be defined as a"reform"cause.	8. Examples: -conservation -defense spending -violence on T.V. -capital punishment
	9. Participate in a small group session to outline strategies for one of the five identified reform causes.	9. Suggestion: Teacher should divide class into five groups and assign one issue to each group.

EVALUATION: The student will participate in a small group to determine appropriate strategies for influencing governmental action concerning an important contemporary issue.

John H. Lockhart
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: American Government

GRADE LEVEL: 12

CAREER EDUCATION
LEARNER OUTCOME: 7:16 The student would understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.

BASELINE OBJECTIVE: The student will understand that certain factors are necessary for democracy to succeed. These include: (1) an educated citizenry, (2) a common concern for human freedom, (3) communication and mobility, (4) a degree of economic security, (5) a spirit of mutual trust, (6) a respect for the rights of minority groups and loyal opposition, (7) ethical values, (8) participation by the citizen in government at all levels.

PERFORMANCE OBJECTIVE: The student will be able to distinguish the necessity of citizen involvement for a responsive governmental system after identifying the many powers granted to levels of government and the branches of the Federal government.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Federal, State, and Local Governments Powers Bill of Rights Citizen's Right and Duty Branches of Federal Government: 1) Legislative 2) Executive 3) Judicial	1. List and classify the specific powers granted to national, state and local governments.	1. Reference: Textbook- American Government, Magruder. Teacher Information: students should classify these into three categories: a) specific powers limited to national and denied to states b) specific powers limited to states and denied to national c) specific powers limited to local and denied to state and national.
	2. View audio-visual materials on the first ten amendments to the U. S. Constitution.	2. Audio-Visual: transparencies - Constitution available films and filmstrips
	3. Participate in class discussion from notes and assigned readings in textbook relevant to the first ten amendments.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Research and write notes on the thirteenth, fourteenth, and fifteenth amendments to the U. S. Constitution and present findings orally in class.	4. Reference: Encyclopedias and other library materials.
	5. Discuss the effects of citizens' non-participation in government in past history and today.	5. Teacher Information: U. S. and other countries. Refer to previous history courses, newspaper articles, etc.
	6. Listen to presentations by guest speakers and ask at least one question concerning needed citizen involvement.	6. Resource Person: a) employees of Federal government: suggestion from HEW or Civil Service. b) employees of Texas government. Choose an area of interest shown by students. c) Dallas County employee - from Sheriff's office, etc.
	7. View and discuss a film on the three branches of the Federal government.	7. Audio-Visual: available film
	8. Identify and take notes on the functions and organization of each branch.	
	9. Plan and participate in a mock voting activity for President, Governor, and Mayor.	
	10. List three reasons why he or she will be an involved citizen in government and share these in small groups.	10. Teacher Information: Precede this with class summary of powers of levels and branches of government. (Students refer to their lists).

EVALUATION: The student will distinguish the necessity of citizen involvement for a responsive governmental system after identifying the many powers granted to levels of government and the branches of the Federal government.

Ola B. Banks
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Black Studies GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 6:11 The student should understand that having a good self-concept gives an individual a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

BASELINE OBJECTIVE: The student should understand that values, beliefs and traditions influence a nation's political, social and economic development.

PERFORMANCE OBJECTIVE: The student will be able to describe various factors involved in the order of life in ancient West Africa and compare that order of life with the present West Africa.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
West Africa - Ancient	1. Plot and locate each kingdom.	1. Individual maps and atlas.
- Mali - Ghana	2. Take notes from lecture on Ancient West Africa.	
- Songhay - Kanem Boknu - Hausa States	3. Work in one of six assigned groups to present an oral report on research of assigned category.	3. Library material
	4. Participate as the groups present information on West Africa and compare to todays way of living.	
West Africa - Present - culture - progress	5. Listen to cassette on West Africa 450 B.C.-1400 A.D.	
- ancient influences	6. Discuss contributions of Ancient West African kingdoms to present day society.	6. Casette "The Negro from 450 B.C. to 1865" Classroom World Productions, Inc.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Brief research of following categories: - Geography - Family - Art - Economic Activities - Government - Religion	7. Participate in mini-African Festival introducing to visitors an African meal, African art, African dance, etc.	7. Teacher and students will organize mini-festival. Guests will be invited from other classes.
	8. Listen to guest speaker discuss where Africa is going as compared to where Africa has been.	8. Teacher will invite former West African student.
	9. Write a brief paper describing how factors in Ancient West Africa influence contemporary West Africa.	

EVALUATION: The student will describe various factors involved in the order of life in ancient West Africa and compare that order of life with the present West Africa.

Brenda Battle
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

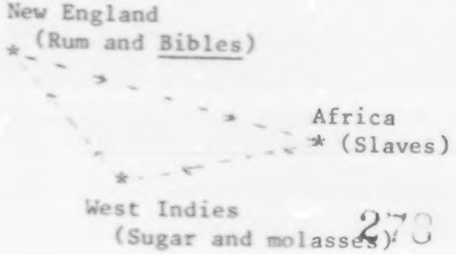
SUBJECT: Black Studies

GRADE LEVEL: 11-12

CAREER EDUCATION
LEARNER OUTCOME: 8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

BASELINE OBJECTIVE: The student will understand how labor affects the economy of a nation.

PERFORMANCE OBJECTIVE: The student will be able to describe economic factors involved in the advancement of slavery in America.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Slave Trade - New England - Africa - West Indies	1. Listen and take notes on the penetration of Africa.	1. Lecture by instructor
Countries involved - England - Portugal - Spain - American colonies	2. Research the activities of countries that entered Africa for the purpose of collecting human cargo.	2. Lecture by instructor
Research of Slavery in American Colonies - Northern - Middle - Southern	3. Study a map illustrating the Triangle Trade Route.	3. Map drawn on blackboard by student.  New England (Rum and Bibles) Africa (Slaves) West Indies (Sugar and molasses)
Labor in colonies		

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Effect of the cotton gin	4. Discuss orally slave trade in America.	
Effect of the Industrial Revolution on norhtern colonies	5. Report on how slaves provided free labor and how their labor affected the economy of the colonies.	5. Library material
	6. Write a paper describing how economic factors in colonial time influenced the introduction and advancement of slavery in American society.	6. Notes taken from lecture/research, paper, pencil.

EVALUATION: The student will describe economic factors involved in the advancement of slavery in America.

Brenda Battle
South Oak Cliff